Board of Trustees Academics and Campus Environment Committee

Monday, August 27, 2018
11:15 a.m. – 12:45 p.m.
Gibbons Alumni Center Traditions Hall

Trustees: Stephanie Goforth, Chair, Oscar Horton, Moneer Kheirddine, Deanna Michael, Byron Shinn
USF St. Petersburg Campus Board Liaison: Lawrence Hamilton
USF Sarasota-Manatee Campus Board Liaison: David Eckel
Executive Vice President: Ralph Wilcox

A G E N D A

I.	Call to Order and Comments	Trustee Byron Shinn
II.	Public Comments Subject to USF Procedure	Trustee Shinn
III.	New Business – Action Items	
	a. Approval of May 22, 2018 Meeting Minutes	Trustee Shinn
	b. Tenure as a Condition of Employment (USF)	Senior Vice Provost Dwayne Smith
	c. Tenure as a Condition of Employment (USFSM)	Regional Chancellor Karen Holbrook
	d. Amend USF Regulation USF 2.0021 Student Records	University Registrar Catherine Mund
	e. Textbook Affordability Report	Dean Todd Chavez
	f. FIO Annual Report 2017-2018	Director Phil Kramer
	g. SUS Equity Report	Vice President Haywood Brown Associate Vice President Cecil Howard
IV.	New Business – Information Items	
	a. TEAm Grants Annual Performance Update	Vice Provost Theresa Chisolm Dean Eric Eisenberg Dean Moez Limayem Dean Robert Bishop Dean Sridhar Sundaram
	b. Cost of Attendance: An Overview	Vice President Paul Dosal Associate Vice President Billie Jo Hamilton

c.	BOT Update on USF System Mental Health Counseling Services	Vice President Paul Dosal Associate Vice President Rita Debate
d.	USF System Fall 2018 Enrollment Update	System Provost Ralph Wilcox
V.	Adjournment	Trustee Shinn

Next Scheduled Meeting: Tuesday, October 29, 2018, USFSM, 11:15 a.m. – 12:45 p.m.

APPEARANCES BEFORE THE BOARD

Individuals or group representatives, who desire to appear before the Board to address a subject within the Board's jurisdiction may submit their requests in writing at least three (3) days in advance to the Corporate Secretary, c/o Office of Board of Trustees Operations, 4202 E. Fowler Avenue, CGS401, Tampa, FL 33620, specifying the agenda item on which the requestor(s) wishes to comment.

Comments shall generally be heard at Board Committees. However, the President in consultation with the Chair will determine whether the item will be heard and when the item will be heard. There will be a three minute time limit on any presentation. The total time allotted for all comments shall not exceed fifteen minutes, unless approved by the Board Chair.

As permitted by section 286.0114, F.S., the Board Chair may decline to hear any matter that: does not relate to a particular agenda item; is not practicable for a particular meeting; is outside the Board's jurisdiction; or was made available for public comment at a prior committee meeting before the Board takes action.

The Chair may recognize any individual or representative of groups to address the Board.

In order to proceed with the essential business of the Board in an orderly manner, any individual or group representative who attempts to disrupt a Board meeting will be subject to appropriate action pursuant to law.

BOT e-mail address is board@usf.edu.

Per BOT Operating Procedures, Article VI, 03.06.2018

NOTES
USF Board of Trustees
Academics and Campus Environment Committee
May 22, 2018, 8:00 AM – 9:30 AM
Marshall Student Center Room 3707

Committee Members Present: Stephanie Goforth, Trustee and Chair; Oscar Horton, Trustee; Moneer Kheirddine, Trustee; Brian Lamb, Trustee and BOT Chair; Byron Shinn, Trustee; Judy Genshaft, President; Gerard Solis, General Counsel; Deanna Michael, Trustee; Ralph Wilcox, USF System Provost & Executive Vice President

I. Call to Order and Comments

Chair Stephanie Goforth called the meeting to order at 8:00 AM. A quorum was confirmed by Assistant Corporate Secretary Cindy Visot, with the following Trustees present:

Trustee Stephanie Goforth, Chair
Trustee Oscar Horton
Trustee Moneer Kheirddine
Trustee Deanna Michael
Trustee Byron Shinn

II. Public Comments Subject to USF Procedure

Chair Goforth confirmed with Dr. Visot that no requests for public comments had been received.

III. New Business – Action Items

a. Approval of Minutes – February 13, 2018

A motion was made and seconded. Approved by all committee members present.

b. Faculty Nominations for Tenure (USF)

Senior Vice Provost Dwayne Smith presented the names for tenure, ensuring committee members that all proper procedures were followed throughout the tenure process.

A motion was made and seconded. Approved by all committee members present.

c. Tenure as a Condition of Employment (USF)

Senior Vice Provost Dwayne Smith explained that granting tenure as a condition of employment allows USF to compete with other nationally and internationally ranked institutions. The stature of the college is raised by attracting these highly qualified individuals to USF. Dr. Smith presented the nominees, including World Class Scholars Sunil Mithas and Ramon Gonzalez.

A motion was made and seconded. Approved by all committee members present.

d. Faculty Nominations for Tenure (USFSP)

Interim Regional Chancellor Martin Tadlock said that extra scrutiny is being given to tenure nominees with respect to accreditation consolidation. He then presented four candidates to be tenured as associate professors in the College of Arts and Sciences.

A motion was made and seconded. Approved by all committee members present.

e. Tenure as a Condition of Employment (USFSP)

Interim Regional Chancellor Martin Tadlock gave a brief biography of Associate Professor Huijian Dong coming from Oregon's Pacific University with exemplary credentials.

A motion was made and seconded. Approved by all committee members present.

f. Faculty Nominations for Tenure (USFSM)

Regional Chancellor Karen Holbrook presented two names, both previously full professors accepting associate professorships with the USFSM College of Business.

g. Proposed B.A. Sustainability Studies (USFSP)

Interim Regional Chancellor Martin Tadlock introduced Dean Frank Biafora to describe the program proposal that is identified as STEM under Programs of Strategic Emphasis per FL BOG definitions. Dr. Biafora reported that the only other similar SUS programs are the University of Florida's bachelor's degree and USF Tampa's master's degree from the Patel College. He reviewed enrollment figures and degrees awarded, showing increasing demand for sustainability programs. USF St. Petersburg plans to partner with USF Tampa to facilitate moving USFSP graduates into the USFT master's program. The committee briefly discussed the prospective job market.

A motion was made and seconded. Approved by all committee members present.

h. Proposed B.S. Biomedical Engineering (USF)

Dean Robert Bishop presented the proposal for the new degree, its purpose being to meet the rising demand for the newly emerging and rapidly growing field, which is a crossroads of engineering and bio-medicine. The program will be distinctive as faculty will hold appointments in both the College of Engineering and Morsani College of Medicine, allowing for continued, direct contact among clinicians, faculty, and students. Members discussed, including workforce demand, potential salaries over the next decade, enrollment diversity, and other SUS programs under the same CIP code.

A motion was made and seconded. Approved by all committee members present.

i. B.S. Biomedical Engineering Limited Access Request

Dean Robert Bishop, with input from Provost Ralph Wilcox and Vice Provost Theresa Chisolm, presented the request for limited access to the Biomedical Engineering degree. This is necessitated due to anticipated large demand, limited resources and space, and development and maintenance of a high quality, nationally competitive, and research-oriented program. There was an extended discussion as to the reasoning for limited access, the impact

on student success, program diversity, maintaining sufficient enrollment, fundraising, and the program's design to be a direct pathway to medical school.

A motion was made and seconded. Approved by all committee members present.

j. B.S. Biomedical Engineering Exception to 120 Credit Hours Requirement Request

Dean Robert Bishop explained that, nationally, BME programs have 126-136 credit hours, so USF Tampa's proposed 126 hours will be one of the lowest. Dr. Bishop said that the reasons for the exception request are to accommodate curriculum to provide skills expected in the workplace and professionals schools, and to satisfy national accreditation requirements from ABET (Accreditation Board for Engineering and Technology). A short discussion followed, including the high number of quality students entering the progam with AP course credits and clarification that 126 hours does not reach the Florida BOG's definition for excess hours (which is 110%).

A motion was made and seconded. Approved by all committee members present.

k. USF System Four-Year Graduation Plan

Vice President Paul Dosal presented the Four Year Graduation Rate Improvement Plan, as required by the *Florida Excellence in Higher Education Act of 2018* (SB4). The USF System will scale-up and improve system-wide initiatives including predictive analytics, case management, course scheduling, and the Finish in Four financial program. The members discussed, including Ad Astra as a tool to predict student course demand, confirmation that there will be no additional cost to students, and eligibility criteria for the "Take 15 Grant" of $600 per semester for students in financial need.

A motion was made and seconded. Approved by all committee members present.

l. USF System Accountability Plans

1. USFT

Provost Ralph Wilcox began his presentation with an explanation of the new FL BOG Accountability Plans, which are a combination of the previously separate Work Plans and Accountability Reports. These will now include both performance against prior year and projections for the future. Dr. Wilcox then reviewed performance based funding metrics, preeminence metrics and USFT's status within the point system, key performance indicators, and academic program coordination. His highlights included an increase in the FTIC Four-Year Graduation Rate, the high percentage in Strategic Emphasis degrees, and the expectation that the BOT Choice metric of postdoctoral appointees will be replaced with the Six-Year Graduation Rate.

2. USFSP

Interim Regional Chancellor Martin Tadlock reviewed USFSP's mission, vision, and performance based funding metrics, including the positive trajectory in the FTIC Four-Year Graduation Rate, a 10% increase in the Academic Progress Rate, bachelor's degrees awarded within Programs of Strategic Emphasis, and a plan to eliminate course conflicts to enhance four-year pathways.

3. USFSM

Regional Chancellor Karen Holbrook reviewed the metrics data for USFSM and the importance of implementation of strategies to enhance overall student success. She

reported that the performance based metric of Percent of Baccaluareate Degrees Awarded Without Excess Hours was the best in the USF System at 80.3%. Other areas discussed were the high percentage of FTE in Online Courses, Enrollment Planning, and the proposed new baccalaureate program of Management Science that will be a partnership with USFSP.

4. USF System

System Provost Ralph Wilcox gave a brief summary of the combined System Plan metrics, which included median wages of baccalaureate graduates, textbook affordability, and the new Bachelor's, Master's, and Doctoral programs proposed for Fall 2018 through Spring 2019. Much of the discussion surrounded the Average Cost of the Student metric, as pertains to in-state undergraduates. Only three SUS institutions have a lower average cost, mostly due to larger endowment funding, more Bright Futures scholarships, and/or high numbers of Pell students. The committee briefly discussed.

A motion was made to approve all four plans and seconded. Approved by all committee members present.

III. New Business – Information Items

a. Student Athlete Performance

Dean Paul Atchley briefly summarized the Academic Profile, Performance, and Success of USF Student Athletes, which overall remains very positive. Highlights included the increase in the FTIC academic profile and student athletes in 2016 took an average of 28.9 credit hours versus a much lower 20.1 credit hours for non-athletes. Dean Atchley gave credit to Associate Director of Athletics/Academics Tim Anderson and his team for much of the success. Trustee Horton asked for a breakdown of the statistics by sport, which will be provided.

IV. Adjournment

Chair Goforth welcomed Trustee Deanna Michael, the newest faculty trustee and System Faculty Council president. An announcement was made that high numbers of the top Pinellas County and Hillsborough County high school graduates will be attending USFT and USFSP. It was also announced that President Judy Genshaft was selected as the Tampa Bay Lightning Community Hero for game seven of the NHL Eastern Conference final. President Genshaft will receive a $50,000 award from Lightning owner Jeff Vinik, which she plans to donate to the USF Health Morsani College of Medicine and Heart Institute; the announcement was met with a standing acclamation. Chair Goforth adjourned the meeting at 10:08 AM.

Agenda Item: III.b.

USF Board of Trustees

September 4, 2018

Issue: Tenure Nomination as a Condition of Employment

Proposed action: Approve Tenure as a Condition of Employment, USF Tampa

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Executive Summary:

Administrators such as the President, Provost, Deans, Chairs, and senior faculty who are recruited to USF Tampa are normally awarded tenure as a condition of employment. These highly qualified individuals usually have earned tenure at their previous institutions, which makes them attractive candidates to USF. In order to attract them, USF must provide a package that is competitive with other nationally and internationally ranked institutions. Tenure upon appointment for qualified candidates, among other things, is a term and condition of the employment package that makes USF an institution of choice.

Financial Impact:

Strategic Goal(s) Item Supports:
USF Strategic Plan 2013-2018, Goal II

BOT Committee Review Date:
Academic and Campus Environment Committee – August 27, 2018

Supporting Documentation Online (*please circle*): **Yes** **No**

USF System or Institution specific: USF Tampa

Prepared by: Dwayne Smith, Senior Vice Provost & Dean, Graduate Studies, 813-974-2267

USF UNIVERSITY OF SOUTH FLORIDA

MEMORANDUM

DATE: September 4, 2018

TO: Brian D. Lamb, Chair

FROM: Judy Genshaft, President

SUBJECT: Tenure as a Condition of Employment Nominations, USF Tampa

I am requesting approval by the USF Board of Trustees of the enclosed Tenure as a Condition of Employment Nominations at USF Tampa. In nominating these faculty members for tenure, I certify that the requirements and conditions contained in USF Regulations, Policies, and Procedures for the granting of tenure have been met. I am satisfied that the nominees will make a significant professional contribution to USF Tampa and the academic community.

Enclosures

Faculty Nominations for Tenure as a Condition of Employment, USF-Tampa
USF Board of Trustees Meeting – September 4, 2018

College	Name	Rank	Department/ School	Degree of Effort*	Previous Institution	Tenure at Previous Institution
Arts & Sciences	Steven Wilson	Professor	Communication	1.0	Purdue University	Yes
Morsani College of Medicine	Krishna Bhat, MD, PhD	Professor	Molecular Medicine	1.0	U of Texas Medical Branch School of Medicine	Yes
Morsani College of Medicine	George Davis, MD, PhD	Professor	Molecular Pharmacology & Physiology	1.0	University of Missouri, Columbia School of Medicine	Yes
College of Public Health	Dr. Monica Uddin, PhD	Professor	Center for Global Health & Infectious Disease Research	1.0	University of Illinois Urbana Champaign	Yes
College of Public Health	Derek E. Wildman, PhD	Professor	Center for Global Health & Infectious Disease Research	1.0	University of Illinois Urbana Champaign	Yes
College of Nursing	Usha Menon, PhD, RN, FAAN	Professor	N/A	1.0	University of Arizona at Tucson	Yes

*If less than 1.0 FTE

Arts & Sciences

Steven Wilson, Ph.D.

Dr. Steven Wilson joined USF as a Professor in the Department of Communication, College of Arts & Sciences, in August 2018. Dr. Wilson comes to us from Purdue University where he was tenured as Associate (in 2000) and promoted to Full Professor (in 2002) in the Brian Lamb School of Communication. Dr. Wilson's research focuses on processes of influence and identity management in family, health, and workplace contexts. He is the author of *Seeking and Resisting Compliance: Why Individuals Say What They Do When Trying to Influence Others*, co-editor of *New Directions in Interpersonal Communication Research*, and author of 90 scholarly articles and book chapters on these topics. He is a fellow of the International Communication Association, and recipient of the National Communication Association's Bernard Brommel Award for Outstanding Scholarship in Family Communication. He currently serves as an associate editor for *Human Communication Research*, published by the International Communication Association. Dr. Wilson has advised more than 50 graduate students, including 23 PhD advisees, all of whom are employed in tenured/tenure-track positions in the academy and in industry. Prior to coming to USF, Dr. Wilson served on the faculty at Michigan State, Northern Illinois, Northwestern, and Purdue Universities. He has also been a visiting professor/scholar at Copenhagen Business School (Denmark), Donguuk University (South Korea), University of California-Santa Barbara, University of Iowa, and University of Leuven (Belgium). Dr. Wilson continues as faculty affiliate with the Military Family Research Institute at Purdue University. The faculty of the Department of Communication recommend tenure upon employment at the rank of Professor, a recommendation enthusiastically supported by Dean Eric Eisenberg. Provost Ralph Wilcox, and President Judy Genshaft concur with this recommendation.

Morsani College of Medicine

Krishna Bhat, MD, PhD

Dr. Krishna Bhat joined the faculty at USF Health, the Morsani College of Medicine (MCOM), on August 3, 2018 as Professor with the Department of Molecular Medicine. Dr. Bhat earned his medical degree from Virginia Commonwealth University College of Medicine, and his PhD in 1990, from the Memorial University School of Medicine in Canada. He completed a Neurology fellowship at the Department of Neurology, University of Cagliari, Italy in 2011. Dr. Bhat is an internationally recognized researcher in the area of neurogenesis using a *Drosophila* model. He has played a major role in the Drosophila community by his completion of a critical genome-wide screen for temperature sensitive embryonic lethals as a way to study the requirements of these genes later in development of the adult brain. He made these mutants widely available, providing a tremendous resource for the Drosophila community. He comes to USF from the University of Texas Medical Branch, Galveston, TX, where he served as Professor with tenure in the Department of Neuroscience and Cell Biology. At USF he will serve as a core investigator to help strengthen the neurodegeneration research group at the Byrd and USF. Dr. Bhat brings to USF an outstanding publication record. He has authored and/or co-authored 44 peer reviewed publications in prestigious scientific journals such as *Cell, Genetics, Development, PLoS ONE, PLoS Genetics.* Dr. Bhat has maintained continuous funding for the past 20 years. He is currently the PI on a $1.2 million NIH R01 grant and has a second $1.25 million R01 with a fundable score that should be awarded. In addition, Dr. Bhat has served on numerous committees and roles for UTMB and his department. He has also held several standing roles on grant review panels for Wellcome Trust, NIH, NSF, and the Alzheimer's Association as well as *ad hoc* roles. In addition, Dr. Bhat holds membership in numerous professional and scientific societies and he serves as Editorial Board member for several journals. The MCOM Appointment, Promotion and Tenure Committee, and the chair of the Department of Molecular Medicine recommend Dr. Bhat for tenure at the rank of Professor. Dr. Charles J. Lockwood, Senior Vice President of USF Health, and Dean, MCOM along with Provost Ralph Wilcox and President Judy Genshaft, concur with this recommendation for tenure upon appointment.

Morsani College of Medicine

George Davis, MD, PhD

Dr. George Davis joined the faculty at USF Health, the Morsani College of Medicine (MCOM), on June 28, 2018 as Professor with the Department of Molecular Pharmacology and Physiology. Dr. Davis is a highly qualified scientist, scholar, mentor, and leader. Dr. Davis earned his medical degree and PhD from the University of California, San Diego in 1986. He received his postdoctoral training with the National Institute of Health. He began his academic career in 1991 as an Assistant Professor at Texas A&M University College of Medicine. Dr. Davis is an internationally recognized scientist whose research focuses on angiogenesis and blood vessel development in metabolic disorders and cancers. He is an expert in modeling blood vessel formation in vitro, gaining national and international recognition for his original contributions in the mechanisms of the angiogenetic process. His contributions have been highly recognized by his peers, and is a frequent speaker at national and international conferences. He comes to USF from the University of Missouri-Columbia School of Medicine where he served as Professor with tenure since 2006. Dr. Davis has an outstanding publication record, having published more than 140 papers in highly regarded journals such as *Science, Journal of Biological Chemistry, Nature,* and *Blood.* Dr. Davis has sustained continuous funding since 1993. He is currently the PI on three NIH R01 grants that total $3 million. He has served as an *ad hoc* reviewer on numerous journals, and granting agencies, such as the American Cancer Society, the NIH, and American Heart Association. He has served as a Course Director, a Course Coordinator, has redesigned curriculum, and has developed new graduate courses in Pathology. He has mentored numerous PhD students and PhD postdoctoral fellows, and has sat on and served as the Chair on many Graduate Thesis Committees, as well as sponsoring numerous undergraduate and medical student research projects. The MCOM Appointment, Promotion and Tenure Committee, and the chair of the Department of Molecular Pharmacology and Physiology recommend Dr. Davis for tenure at the rank of Professor. Dr. Charles J. Lockwood, Senior Vice President of USF Health, and Dean, MCOM along with Provost Ralph Wilcox and President Judy Genshaft, concur with this recommendation for tenure upon appointment.

College of Public Health

Monica Uddin, PhD

Dr. Monica Uddin will join the faculty at USF Health in the College of Public Health (COPH) as a Professor on August 16, 2018. She comes to USF as a tenured Associate Professor and the Richard and Margaret Romano Professorial Scholar from the University of Illinois - Urbana Champaign (U of I). She was scheduled to be promoted to Professor at U of I; thus, the rationale for appointing her as Professor at USF. Dr. Uddin received her degree in molecular anthropology from New York University, and completed a postdoctoral fellowship at Wayne State University where she also served as a Research Scientist. Dr. Uddin's research interest focuses on the cutting-edge of human stress genomics. Her focus on characterizing psychiatric phenotypes from a genetic and genomic perspective has produced a number of high-impact publications, including the first genome-scale assessment describing the epigenetics of posttraumatic stress disorder, published in the Proceedings of the *National Academy of Sciences (PNAS).* She has secured multiple grants from the National Institute of Health (NIH) and other sources, having served as an investigator or PI on 22 completed externally-funded research grants. She is currently listed as the PI or Co-I on eight active externally-funded projects, including four R01 awards from NIH. She estimates that she will be bringing over $3.5 million in grant support to USF into 2022. Dr. Uddin has published 93 papers in peer reviewed literature since beginning her career in this area in 2003. Dr. Uddin has made a concerted effort to increase diversity in genomic science. For example, her NIMHD-funded R01 is to examine the epigenomics of PTSD and traumatic stress in African-Americans, and the NHGRI-funded U01 is to examine the transgenerational genomic impact of genocide in Rwanda. She is an elected member of the Council of the American Psychopathological Association. The USF Genomics Program Search Committee and the COPH Appointment, Promotion and Tenure Committee recommend Dr. Uddin for tenure at the rank of Professor. Dr. Donna J. Petersen, Dean, COPH and Dr. Charles J. Lockwood, Senior Vice President of USF Health and Dean, Morsani College of Medicine, along with Provost Ralph Wilcox and President Judy Genshaft, concur with this recommendation for tenure upon appointment.

College of Public Health

Derek E. Wildman, PhD

Dr. Derek Wildman will join the faculty at USF Health, in the College of Public Health (COPH) and the USF Genomics Program, as a Professor on August 16, 2018. Dr. Wildman comes to USF from the University of Illinois-Urbana Champaign (U of I) where he was a tenured Professor in the Department of Molecular and Integrative Physiology. He received his PhD degree in Anthropology, concentrating in evolutional primatology, from New York University in 2000 and completed a postdoctoral fellowship at Wayne State University in 2005. He is the Leader of the Computing Genomes for Reproductive Health (CGRH) theme at the Carl R. Woese Institute for Genomic Biology (IGB) at U of I. The IGB is a world-renowned interdisciplinary institute that focuses on a broad range of genomics topics. Dr. Wildman has published 123 papers in the peer reviewed literature, including papers in high impact journals such as *Nature Communications* and *Proceedings of the National Academy of Sciences, (PNAS).* He has been a PI or Co-I on 19 externally funded awards. Currently, he is PI or Co-I on 7 externally funded awards, with two grant proposals pending. Dr. Wildman will bring a total of $3.1 million in external funding to USF, with awards extending through 2022. Dr. Wildman has an established international profile. He serves as the editor-in-chief of *Molecular Phylogenetics and Evolution.* Further, he has served on numerous study sections and grant review panels for NIH, NSF and the DFG. The USF Genomics Program Search Committee and the COPH Appointment, Promotion and Tenure Committee recommend Dr. Wildman for tenure at the rank of Professor. Dr. Donna J. Petersen, Dean, COPH and Dr. Charles J. Lockwood, Senior Vice President of USF Health and Dean, Morsani College of Medicine, along with Provost Ralph Wilcox and President Judy Genshaft, concur with this recommendation for tenure upon appointment.

College of Nursing

Usha Menon, PhD, RN, FAAN

Dr. Usha Menon will join the faculty at USF Health, the College of Nursing, on September 5, 2018 as a Professor and the Vice Dean for Research. Dr. Menon comes to USF from the University of Arizona in Tucson where she served as a Professor with tenure and Associate Dean of Research and Global Advances. Dr. Menon earned her BS in Nursing from Lander University in South Carolina, MS degree in Nursing and Adult Nurse Practitioner from Indiana University, and a PhD in Nursing Science as well as a Post-Doctoral Fellowship in Nursing/Health Promotion from Indiana University. Dr. Menon has taught courses at the baccalaureate, master's, and doctoral levels at University of Arizona, The Ohio State University, University of Gondar in Ethiopia, and the Mayo Clinic College of Medicine. Dr. Menon was inducted into the Sigma Theta Tau International Nurse Researcher Hall of Fame, and was named Fellow of the American Academy of Nursing, the highest national honor in the nursing profession. Dr. Menon serves as a reviewer for prestigious international and national journals, and has served as grant reviewer on multiple studies including the NIH Health Disparities and Equity Promotion Study Section and Psychosocial and Behavioral Research Review Committee. As PI or Co-PI, Dr. Menon has been awarded $63 million in research funding. Her current funded work as PI includes an R01, which was funded by the National Cancer, looking at the effectiveness of an intervention using "community-to-clinic" navigators to guide CRC screening, and an internal grant that aims to reduce health disparities among US-Mexico border communities. She has published 68 articles in nationally recognized scientific journals such as: *GSTF International Journal of Nursing and Health Care*, *Contemporary Clinical Trials*, and *Journal of Behavioral Medicine*. Dr. Menon has authored or co-authored six book chapters and served as a research consultant for universities and businesses throughout the U.S. The College of Nursing Appointment, Promotion and Tenure Committee, and the Dean of the College of Nursing recommend Dr. Menon for Vice Dean for Research and for tenure at the rank of Professor. Dr. Charles J. Lockwood, Senior Vice President of USF Health, and Dean, MCOM along with Provost Ralph Wilcox and President Judy Genshaft, concur with this recommendation for tenure upon appointment.

Agenda Item: III.c.

USF Board of Trustees
September 4, 2018

Issue: Tenure Nomination as a Condition of Employment

Proposed action: Approve Tenure as a Condition of Employment for USF Sarasota-Manatee

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Background information:

USF Sarasota-Manatee (USFSM) administrators such as the Regional Chancellor, Regional Vice Chancellors, Deans, and senior faculty are commonly awarded tenure as a condition of employment. Typically, these highly accomplished and qualified individuals have earned tenure at their previous institution(s), which makes them desirable candidates to USFSM. In order to attract them, USFSM must provide a package that is competitive with other nationally and internationally ranked institutions. Tenure upon appointment, among other things, is a term and condition of the employment package that makes USFSM an institution of choice.

Strategic Goal(s) Item Supports:
USF Sarasota-Manatee Strategic Plan 2015-2020, Goals 4 and 5
USF Strategic Plan 2013-2018, Goal 1

Workgroup Review Date:
Academic and Campus Environment Committee – August 27, 2018

Supporting Documentation Online (*please circle*): **Yes** **No**

- Memorandum to Brian Lamb, Chair, USF Board of Trustees
- Tenure Nomination as a Condition of Employment
- Faculty Profile

USF System or Institution specific:
USF Sarasota-Manatee

Prepared by: Karen Holbrook, Regional Chancellor, 941-359-4340

USF UNIVERSITY OF SOUTH FLORIDA

MEMORANDUM

DATE: September 4, 2018

TO: Brian Lamb, Chair

FROM: Judy Genshaft, President

SUBJECT: Faculty Nomination for Tenure, USF Sarasota-Manatee

I am requesting that the enclosed Faculty Nomination for Tenure, USF Sarasota-Manatee submitted to the USF Board of Trustees be approved. In nominating this faculty member for tenure, I certify that the requirements and conditions contained in USF Regulations, Policies, and Procedures for the granting of tenure have been met. I am satisfied that the nominee will make a significant professional contribution to USF Sarasota-Manatee and the academic community.

Nominee for tenure: Brett Kemker, Communication Sciences & Disorders

Thank you for your consideration of this request. Please call me if you have any questions.

Judy Genshaft 8/8/18

Judy Genshaft, President Date

Enclosures

Faculty Nominations for Tenure as Condition of Employment, USF Sarasota-Manatee
USF Board of Trustees Meeting – September 4, 2018

College	Name	Rank Upon Tenure	Discipline	Degree of Effort*	Previous Institution	Tenure at Previous Institution
College of Science and Mathematics	Brett Kemker	Professor	Commun-ication Sciences & Disorders	1.0 FTE	University of New Orleans	Tenured Professor

* If Less than 1.0 FTE

University of South Florida Sarasota-Manatee
Tenure as a Condition of Employment
College of Science & Mathematics

Dr. Brett Kemker will join USFSM as the Regional Vice Chancellor for Academic Affairs in July 2018. From 2012 to 2018, Dr. Kemker was a Professor at the University of New Orleans. During his time at UNO, Professor Kemker also served as Dean of Students, Title IX Coordinator and Administrator, Chair of the Master Planning Committee, and Chief Articulation Officer.

Prior to his time at UNO, Dr. Kemker was Assistant Provost at the University of Southern Mississippi (USM) (2009-2012), Associate Dean of the USM College of Health (2007-2009), USM Speech and Hearing Department Chair (2006-2009), and Associate Professor in the Department of Speech at Louisiana Tech University (2004-2006). All of these were tenured positions.

Dr. Kemker has published and presented substantially in audiology and has received research funding thorough more than 40 awards, both public and private. His contributions to research have received recognition awards from both Florida State University (2000 & 2001) and from the American Academy of Audiology (2005). He has also taught over a dozen courses at the undergraduate and graduate levels and received an award for Excellence in Undergraduate Advising in 2002.

Agenda Item: III.d.

USF Board of Trustees
September 4, 2018

Issue: USF Regulation USF2.0021: Student Records

Proposed action: Amend USF Regulation USF2.0021: Student Records

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Executive Summary:

The University of South Florida System is obligated to comply with state and federal law with regard to maintaining student records. This includes a responsibility to inform students and parents of their rights to review and inspect education records, to challenge and seek to amend education records, to control disclosure of education records, and to contact the Family Policy Compliance Office for concerns regarding alleged violations of FERPA or to the appropriate court for violations of privacy if applicable. The USF System has placed the responsibility for administration of this Regulation with the University Registrar.

Regulation USF2.0021 is being revised to update and implement provisions of the Federal Educational Rights & Privacy Act guidelines (FERPA) and §1002.225 and §1006.52, Florida Statutes consistent with the University Registrar's Office as well as to clarify existing practices.

Financial Impact: None

Strategic Goal(s) Item Supports Goal 4 – Sound financial management to establish a strong sustainable economic base in support of USF's continued academic advancement.
Committee Review Date: ACE August 27, 2018
Supporting Documentation: **Yes** **No**
USF System or Institution specific: USF System
Prepared by: Patsy Ciaccio, Office of the General Counsel, 813-974-1661

UNIVERSITY OF SOUTH FLORIDA SYSTEM

REGULATION

√ USF System ☐ USF ☐ USFSP ☐ USFSM

Number: USF2.0021
Title: Student Records
Responsible Office: Academic Affairs

Date of Origin: 4-19-83 **Date Last Amended:** ~~11-10-15 (technical)~~ **Date Last Reviewed:** ~~11-10-15~~

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(1) Introduction. The policies and procedures outlined in this Regulation are designed to implement the provisions of the Family Educational Rights and Privacy Act ["FERPA," 20 U. S. C. s.1232g] and Sections 1002.225 and 1006.52, Florida Statutes pursuant to which the University of South Florida ~~System (USF System)~~ (USF) is obligated to inform students and parents of their rights to review and inspect education records, to challenge and seek to amend education records, to control disclosure of education records, and to contact ~~complain to~~ the Family Policy Compliance Office for concerns regarding ~~(~~alleged violations of FERPA~~)~~ or to the appropriate court for violations of privacy if applicable. ~~The USF System~~ USF has placed the responsibility for administration of this Regulation with ~~its FERPA Coordinator who is~~ the University Registrar.

(2) Definitions. The following definitions of terms apply to the construction of this Regulation:

(a) **Education Records.** Those ~~records which are maintained~~records that are maintained by ~~the~~ USF ~~System~~ and employees/agents of USF ~~System~~ ~~institutions which contain information directly~~, which contain information directly related to a student. "Record," as used herein, includes any information or data recorded in any medium, including but not limited to handwriting, print, digital/electronic images, magnetic tapes and disks, film, microfilm, and microfiche. "Agents," as used herein, means any individual who, pursuant to express or implied authorization, represents and acts for ~~the~~ USF ~~System~~. As Education Records are not kept in one file, to the extent a student requests a review of records for amendment as contemplated by FERPA or a general request for education records, the request will be considered a request for the actual academic record maintained by the ~~FERPA Coordinator~~University Registrar and provided within 45 days of request. To the extent a student is requesting other general education records, those requests must detail the exact document(s)

requested by date, time, or other manner to facilitate the location of the records. ~~A general request for all education records may be returned to the requestor for specificity and costs of a search that is beyond the academic records maintained by the Registrar or other specific university office~~The University Registrar or other specific university office may return a general request for all education records to the requestor for specificity and costs of a search that is beyond the academic records maintained.

The following types of records are expressly exempt from the definition of ***education records***:

1. Sole ~~p~~Possession ~~r~~Records. Personal record of USF ~~System~~ employees/~~agents which~~agents that meets the following test:

a. It was created by the USF ~~System~~ employee/agent as a personal memory aid; and

b. It is in the sole possession of the USF ~~System~~ employee/agent who created it; and

c. The information contained in it has never been revealed or accessible to any other person, including the student, except the USF ~~System~~ employee's/agent's "temporary substitute." "Temporary substitute," as used herein, means an individual who performs on a temporary basis the duties of the USF ~~System~~ employee/agent.

2. Employment ~~r~~Records. ~~Records which~~Records that are used only in relation to an individual's employment by ~~the~~ USF ~~System~~. However, the following are education records rather than employment records:

a. Records relating to a student's employment by ~~the~~ USF ~~System~~ if the position in which the student is employed depends on his/her status as a student.

b. Records relating to a student's employment by ~~the~~ USF ~~System~~ if the student receives a grade or credit based on his/her performance as an employee.

3. Pre-attendance ~~r~~Records. Records relating to an individual's application for admission to ~~the~~ USF ~~System~~ prior to his/her actual attendance as an enrolled student in the program for which application was made. This includes records relating to an application for admission to one of the colleges within the USF ~~System~~ prior to the individual's actual attendance as an enrolled student in that college. (Although not considered education records, Section 1006.52, Florida Statutes does define *Applicant Records* and provides that such records are confidential and exempt from Sections 119.07(1), Florida Statutes and 24(a), Art. I, Fla. Constitution.

4. Alumni R~~r~~ecords. Records created and maintained on an individual as an alumnus/alumna of ~~the~~ USF ~~System~~.

5. Law ~~e~~Enforcement R~~r~~ecords. Records created and maintained by the University Police which are used solely for law enforcement purposes, are maintained apart from education records, and are not disclosed to individuals other than law enforcement officials of the same jurisdiction; provided that, in addition, no member of the University Police shall have access to education records except where this Regulation authorizes release without the student's prior written consent.

6. Health ~~r~~Records. Records of the University's Student Health Services and Counseling Center which are used only for the provision of medical, psychiatric, or psychological treatment and which are kept separate from education records.

(b) **Personal ~~I~~identifier.** Any data or information that relates a record to an individual. This includes the individual's name, the name of the individual's parents, or other family members, the individual's address, the individual's social security number or official University ID and any other number or symbol which identifies the individual, a list of the individual's personal characteristics, or any other information which would make the individual's identity known and can be used to label a record as the individual's record as determined by the USF ~~System~~.

(c) **Student**. An individual who is registered for an on-or-off campus (including on-line courses) program leading to the award of academic credit or degree from USF ~~System~~ ~~institutions~~. "Student" does not include individuals participating in the Common Learning Network, Language Institute, Gifted programs, Speech and Hearing Clinics, or non-credit Continuing Education programs and athletic camps with participation not exclusive to persons enrolled or registered to attend USF. ~~non-credit Continuing Education programs or USF Health degree students who are not attending as an enrollee.~~

(d) **USF:** Refers to the University of South Florida both as one entity and to the extent there are distinct institutions or campuses it includes those entities.

(e) **USF or University Registrar:** The administrator serving as record custodian for USF for FERPA purposes and that administrator's designee(s). The term "University" or Office of the Registrar may be used to refer to this administrative office in this Regulation

(3) Annual Notification.

(a) ~~Each~~ USF ~~System campus/institution~~ will email student's each Fall and Spring semester in addition to publishing annually in the graduate and undergraduate catalogs a notice of student rights under FERPA and Sections 1002.225 and 1006.52, Florida Statutes.

(b) The notice will include, but not be limited to, the following:

1. The right of the student to inspect and review ~~his~~the student's own~~/her~~ education records.

2. The intent of ~~the~~ USF ~~System~~ to limit the disclosure of information contained in a student's education records to the following circumstances:

a. With the student's prior written consent; or

b. ~~As an item of d~~Directory information which the student has not refused to permit ~~the~~ USF ~~System~~ to disclose; or,

c. Under the FERPA and Florida Statutes, provisions which allow the USF ~~System~~ to disclose information without the student's prior written consent.

3. The right of a student to request that~~the~~ USF ~~System to~~ amend any part of ~~his/her~~the student's education record which ~~he/she~~the student believes to be inaccurate, misleading, or in violation of ~~his/her~~the student's privacy or other rights; and, should the student's request be denied, the right of the student to a hearing to present evidence that the record is inaccurate, misleading, or in violation of ~~his/~~the student's own~~her~~ privacy or other rights.

4. The right to report violations of FERPA to the Family Policy Compliance Office of the U.S. Department of Education, and to bring an action in Florida Circuit Court for violations of Section 1002.225, Florida Statutes.

5. The locations where copies of this Regulation are available to students.

(4) Locations ~~Of~~ of Student Records. Student confidential information ~~may be~~are maintained throughout ~~the~~ USF ~~System~~ and there is no prerequisite for information to be maintained in a specific place for it to be considered a student record. However, ~~as a general practice~~practice, ~~records are maintained in the following areas~~ and requests should be submitted to or forwarded for processing to the attention of ~~accordingly. in care of~~ the ~~University~~University Registrar who is located on the Tampa Campus. ~~A~~ : ~~(Note: A~~ The Student is responsible for identifying those records to be reviewed. The ~~University~~University Registrar or designee will confirm receipt of request and coordinate a ~~including the~~ date, time and specific location for review of the records. ~~/custodian of the records.~~

~~(In the event the campus/institution does not have a separate office for each function as indicated, contact the campus/institution Registrar for assistance in determining the specific record custodian.) Admission records and cumulative academic records are located in the University document management system.~~

~~(a) Admission records are maintained until scanned at each campus/institution within the USF System. The custodians for such records are the Directors of Admissions.~~

~~(b) Cumulative academic records are located in the Office of the Registrar or equivalent office at each campus/institution within the USF System. The custodian for such records is the University Registrar or equivalent individual at each USF System institution.~~

~~(c) Medical records are located within the Student Health Services offices at each campus/institution within the USF System and the custodian for such records is the Director, Student Health Services.~~

~~(d) Psychological/Psychiatric counseling records are located in the Counseling Center at each campus/institution within the USF System and the custodian for such records is the Director, Counseling Center.~~

~~(e) Student employment records are located in the Division of Human Resources at each campus/institution within the USF System. The custodian for such records is the Director, Division of Human Resources.~~

~~(f) Financial aid records are located in the University document management system. Paper records are maintained until scanned at each campus/institution; electronic records are maintained indefinitely in the University document management system. The custodian for such records is the Director, University Scholarships & Financial Aid Services, SVC 1102, 4202 Fowler Avenue, Tampa, Florida 33620.~~

~~(g) Financial records are located in the Division of Finance and Accounting at each campus/institution within the USF System. Electronic records are maintained in the document management system.~~

~~(h) Cooperative education and placement records are located in the Career Resource Center at each campus/institution within the USF System and the custodian for such records is the Director, Career Development Services.~~

~~(i) College records are located in the college dean's office and/or departmental offices of each college or department and in the faculty offices at each college or department and the custodian for such records is the appropriate dean, department chairperson, professor, instructor or lecturer.~~

~~(j) Disciplinary records are located in the Office of Student Affairs at each campus/institution within the USF System and the custodian for such records is the Associate Vice President for Student Affairs and Dean of Students.~~

~~(k) Continuing Education records are located in the Office of the Registrar at each campus/institution within the USF System and the custodian for such records is the University Registrar.~~

~~(l) All records relating to students enrolled in the University's College of Medicine are located in the appropriate College of Medicine office, and the custodian for such records is the Office of Student Affairs, College of Medicine, University of South Florida, MDC 54, 12901 Bruce B. Downs, Tampa, Florida 33612.~~

~~(m) Records relating to students previously enrolled in the New College program of the University of South Florida are now located at New College of Florida, Office of Records & Registration, 5800 Bay Shore Road, PMD-115, Sarasota, Florida 34243-2109.~~

~~(n) Occasional records, student education records not included in the types or systems listed above, such as copies of correspondence in offices not listed must be directed to the appropriate custodial office who will make them available for inspection or the records may be sent by the specific offices to , etc., the FERPA Coordinator will collect such records, direct the student to their location, or otherwise make them available for inspection and review.~~

(5) Procedure ~~T~~to Inspect Education Records.

(a) Students who wish to inspect and review their education records should submit a written request to the ~~appropriate record custodian or to the FERPA Coordinator~~~~University~~University Registrar. The University will make available the ~~official Registrar Academic records~~student's official academic record, housed in the Office of the Registrar, as well as those records specifically identified ~~by date, time, subject and university office~~in the written request. ~~custodian. Accordingly, the~~~~The~~ Educational Records not subject to amendment are records created by the student such as student emails or other general communications and records created not as part of a course, academic program or other registration record. The University may not have an ability to locate the records without specific parameters including date, topic, location or other defining characteristic and costs may be incurred for records outside of the official academic record. ~~request should identify as accurately as possible the specific records the student wishes to inspect and review. It may identify records according to the types listed in subsection (4) of this Regulation, as records located at specific places, or as records under the custodianship of specific USF System employees/agents identified by title. Records listed in this Regulation as "occasional records" should be identified in terms which will make it possible for the FERPA Coordinator to locate them and make them available for the student to inspect and review.~~

(b) The ~~FERPA Coordinator or the record custodian~~University Registrar or designee(s) shall ~~either permit the student to immediately inspect and review his/her education records or~~ advise the student when and where the records will be available for inspection and review. Access to education records requested in compliance with this ~~Regulation~~ regulation shall be granted within a reasonable period of time, but in no case more than ~~thirty~~ forty-five (45~~30~~) calendar days after the ~~FERPA Coordinator or the record custodian~~University Registrar receives the student's written request. The

~~FERPA Coordinator or the record custodian~~University Registrar or ~~his/her~~ designee shall ~~have the right to~~ be present while the student inspects and reviews the records. ~~Upon reasonable request, USF System institutions shall furnish the student with an explanation or interpretation of his/her record.~~

(c) A determination by the ~~FERPA coordinator~~University Registrar or designee that (1) a s~~t~~Student made a ~~Upon~~ reasonable request and (2) demonstrated~~ion~~ to the ~~FERPA Coordinator~~University Registrar or designee that the failure to provide the student with copies of the requested education records will effectively deny the student the right to inspect and review such records is a prerequisite to providing ~~, USF System institutions will arrange for the student to obtain~~ copies of such records. In most cases, copies will be provided~~, simply provided~~ for inspection only. ~~In the event that the student has an unpaid financial obligation to a USF System institution, he/she shall not be entitled to transcripts or copies of education records.~~

(d) When records contain personally identifiable information about more than one student, a student may inspect only that information which relates to ~~him/her~~the individual student.

(e) The USF ~~System~~ reserves the right to refuse to permit a student to inspect and review the following education records:

1. The financial records of the parents of the student or any information contained therein.

2. Statements and letters of recommendation prepared by University officials or submitted with the student's application for admission which were placed in the student's records before January 1, 1975 or for which the student has waived his/her right of access in writing; provided, however, that if such statements and letters of recommendation have been used for any purpose other than that for which they were originally prepared, the student may inspect and review them.

3. Those ~~records which~~records that are excluded from the definition of "education records" under this Regulation.

~~**(6)Copies Of Education Records**. Generally, students may review records at the time and place designated by the USF System. Providing copies of Education Records is a discretionary decision on the part of the USF System except as provided below. Transcripts are only provided by official request after payment of specified cost.~~

~~If copies are to be provided the following fees may be charged:~~

~~(a) Fees: The Institutions within the USF System will charge the following fees for copies of education records:~~

~~1. Transcripts: Official transcripts-$10.00 (or as set by current USF System Policy or Regulation.) The USF Morsani College of Medicine does not charge a fee for this service. The USF~~

~~System reserves the right to deny transcripts or copies of records not required by FERPA in any of the following situations:~~

~~a. The student has an unpaid financial obligation to the USF System.~~

~~b. There is an unresolved disciplinary action against the student.~~

~~c. There is an unresolved litigation between the student and the USF System.~~

~~2. Copies of general education records (not certified or official transcripts):~~

~~a. Fees: The fee charged for FERPA-required copies of education records or those records provided at the discretion of the USF System shall be the amount permitted by statute. Extensive search for records may involve additional costs for search and retrieval. When administrative costs of collecting fees exceed the copying amount, the FERPA Coordinator shall be authorized to waive or charge such fees.~~

~~b. Required Copies: Copies of education records are required by FERPA under the following circumstances:~~

~~1) Failure to provide such copies would effectively deny the student the right to inspect and review his/her records; or~~

~~2) The USF System has disclosed information from the student's education records under authority of the student's prior written consent and the student requests a copy of the information disclosed; or~~

~~3) The student requests copies of records the USF System has disclosed to other schools where the student seeks or intends to enroll.~~

(7) Directory Information.

(a) Designation of directory information. ~~The~~ USF ~~System~~ hereby designates the following described personally identifiable information contained in a student's education record as "directory information" in order that ~~the~~ USF ~~System~~ may, at its discretion, disclose the information without a student's further prior written consent:

1. The student's name.

~~2. The student's local and permanent addresses.~~

~~3. The student's local and permanent telephone listing.~~

~~4. Date and Place of Birth.~~

2~~5~~. The student's classification and major field of study.

3~~6~~. The student's participation in officially recognized activities and sports.

47. The weight and height of members of athletic teams.

58. The student's dates of attendance, part-time or full-time status, and degrees and awards received. , and most recent previous educational agency or institution attended.

69. The student's photographic image independent of any additional personal identifiers.

107. Other similar information as identified by the USF System as appropriate and defined in the notice described in (b) below.

(b) Publication of Directory Including Student Directory Information: The USF System proposes to publish for each academic year a University Directory which will contain certain items of directory information with respect to students who are registered during the Fall Semester of such academic year. A student may request to be excluded from this published University Directory by completing the request for privacy as described below.

(be) Release of Specific Directory Information: The USF System may release directory information upon specific request unless a student completes the Request for Privacy as set forth below.

(dc)Request for Privacy-General Directory Information: Students have the right to request Privacy to prevent the disclosure of "directory information," "either in the Directory or upon request. The USF System will publish in the Schedule of Classes or Graduate and Undergraduate Catalogs for each academic term the above list, or a revised list, of the items of information it proposes to designate as "directory information." Students must notify the FERPA CoordinatorOffice of the Registrar in writing if they refuse to permit the University to:

1. Include their information and other designated elements in the onlinea published student directory.
2. Release directory information about themselves to any third party.

Such notification must be received by the FERPA CoordinatorOffice of the Registrar no later than the end of the second week of classes of the academic term or the student will be deemed to have waived his/her right of refusal until the next academic term. When the FERPA CoordinatorOffice of the Registrar receives a student's refusal to permit the University to disclose "directory information" about that student, the FERPA CoordinatorOffice of the Registrar will notify the appropriate records custodians of the student's actionplace the appropriate notation on the student's record. The records custodiansUSF personal and agents acting on their behalf will not make any further disclosures of directory information about that student without the student's prior written consent except to the extent authorized by FERPA and Florida Statutes. Students registering during the Fall Semester will

receive notification of their "privacy" rights under FERPA. Students must either notify the ~~FERPA Coordinator~~Office of the Registrar in writing or update their individual privacy status ~~at https://www.registrar.usf.edu/privacy/through the Office of the Registrar~~ to prevent disclosure or publication of directory information in the ~~University~~ USF Directory; such notification must be received by the ~~FERPA Coordinator~~Office of the Registrar no later than the end of the second week of classes ~~of the Fall Semester~~ or the students will be deemed to have waived ~~his/her~~their right of refusal with respect to the ~~University~~ USF Directory until ~~Semester One~~the students request additional privacy in writing. ~~of the next academic year~~. ~~The~~ USF ~~System~~ will not release information contained in a student's education records, except directory information, to any third parties except its own officials, unless those third parties agree that they will not re-disclose the information without the student's prior written consent. In addition, section (8)(g) below sets forth the terms of the FERPA Waiver Request Form which authorizes the release of non-directory information to designated individuals. As the University requires educational records to be reviewed at the University, the University does not provide copies of a student's educational records to a student or third party requestor except as provided by law.

(d)~~e.~~ Requests for directory information.

1. All requests for directory information about students should be referred to the ~~FERPA Coordinator~~Office of the Registrar. To the extent the request is submitted as a public records request, it will be processed pursuant to Policy 0-106 and the requestor will elect to pay the established fixed approved cost posted on the Office of the Registrar's website or the actual cost of production pursuant to Policy 0-106.

2. Public records request for student directory information will be processed with approximate charges for costs of production unless the requestor chooses to accept the predetermined estimate for data production established by the Office of the ~~-Registrar's Office.~~

(e) In keeping with the Solomon Amendment, the University will provide student recruiting information, which is different from directory information, upon request by a branch of the U.S. Department of Defense; requests per branch are limited to one per academic term. The following enrolled student information may be released upon request in keeping the Solomon Amendment: student name, addresses, phone listings, age or year of birth, place of birth, level of education or degrees received, and academic major. Students who request that their directory information be withheld from third parties are excluded from Solomon Amendment requests fulfilled after the student's privacy request is processed.

(8) Student Contact List. USF publishes an internal, password-protected student contact list online that contains the following items: Name, USF e-mail address, institutional affiliations (major, work-study location), college, campus, campus phone and campus mailstop. This online Contact List is available to any member of the University community with an active Net ID. A student may request to be excluded from this published Contact List as well as any Directory Information release by completing the request for privacy as described below~~: USF publishes an internal, password-protected student contact list online that contains the following items: Name, USF e-mail address, institutional affiliations (major, work-study location), college, campus, campus phone and campus mailstop. This online directory is available to any member of the University community with an active Net ID. A student may request to be excluded from this published University Directory by completing the request for privacy as described below.~~

(~~8~~9) Use o~~O~~f Education Records: All custodians of a student's education records and other University employees/agents will follow a strict policy that information contained in a student's education record is confidential and may not be disclosed to third parties without the student's prior written consent except as otherwise provided in this section.

(a) University officials shall have access to student education records for legitimate educational purposes.

1. "University official," as used herein, means:

a. A person currently serving as a member of the Florida Board of Governors or USF Board of Trustees.

b. A person under contract to the Florida Board of Governors/USF Board of Trustees/USF ~~System~~ or the Florida Department of Education in any faculty or staff position at ~~in the~~ USF ~~System~~.

c. A person employed by the USF Board of Trustees as a temporary substitute for a staff member or faculty member ~~in~~ at~~the~~ USF ~~System~~ for the period of his/her performance as a substitute.

d. A person employed by the USF Board of Trustees or under contract to the USF Board of Trustees to perform a special administrative task for ~~the~~ USF ~~System~~. Such persons may be employed as secretaries, clerks, attorneys, auditors~~,~~ and consultants. They shall be considered ~~to be~~ University officials for the period of their performance as an employee or contractor.

e. A person who is designated by a University official by way of written agreement that incorporates all FERPA and state law privacy obligations and who is performing a specific function considered a function that serves a legitimate educational interest on behalf of the University.

2. "Legitimate educational purpose," as used herein, means a University official's need to know in order to:

a. Perform an administrative task outlined in the official's position description or contract; or

b. Perform a supervisory or instructional task directly related to the student's education; or

c. Perform a service or benefit for the student such as health care, counseling, student job placement, or student financial aid.

(b) Under the following circumstances, University officials may make disclosures of personally identifiable information contained in the student's education records without the student's consent:

1. To another college or university where the student seeks or intends to enroll providing that the student is notified of this disclosure.

2. To certain federal and state officials who require information in order to audit or enforce legal conditions related to USF ~~System~~ programs supported by federal or state funds.

3. To parties who provide or may provide financial aid to the student in order to:

a. Establish the student's eligibility for the financial aid;

b. Determine the amount of financial aid;

c. Establish the conditions for the receipt of the financial aid; or

d. Enforce the terms of the agreement between the provider and the receiver of the financial aid.

4. To state or local officials in compliance with state law adopted prior to ~~November 19, 1974~~FERPA being enacted.

5. To an individual or organization under written agreement or contract with the University of South Florida ~~System~~, USF Board of Trustees, or the Florida Board of Governors for the purpose of conducting a study on ~~the~~ USF ~~System's~~ behalf for the development of tests, the administration of student aid, or the improvement of instruction.

6. To accrediting organizations to carry out their accrediting functions.

7. To parents of a student if the parents claim the student as a dependent under the Internal Revenue Code of 1954. The USF ~~System~~ will exercise this option only on the condition that evidence of such dependency is furnished to the ~~FERPA Coordinator~~Office of the Registrar by the parents executing an Affidavit of Dependency; the most recent tax transcript listing the dependent is commonly required and other documentation may be requested as needed.

8. To comply with a lawfully issued subpoena or judicial order of a court of competent jurisdiction. ~~The~~ USF ~~System~~ will make a reasonable effort to notify the student before it makes a disclosure under this provision.

9. The result of a disciplinary proceeding may be released to the victim of the student's crime of violence.

10. All requests for disclosure under the nine (9) circumstances listed above, where ~~the~~ USF ~~System~~ may disclose personally identifiable information without the student's prior consent to third parties other than its own officials, will be referred to the ~~FERPA Coordinator or appropriate records custodian~~University Registrar or designee.

(c) University officials are authorized to make necessary disclosures from student education records, without the student's prior consent pursuant to Policy 30-020 and/or in a health or safety emergency if the University official deems:

1. The disclosure to be warranted by the seriousness of the threat to the health or safety of the student or other persons; and

2. The information disclosed is necessary and needed to meet the emergency; and

3. The persons to whom the information is disclosed are qualified and in a position to deal with the emergency; and

4. Time is an important and limiting factor in dealing with the emergency.

(d) University officials may not disclose personally identifiable information that is contained in a student's education record, except directory information or under the circumstances listed above, except with the student's prior written consent. The written consent must include the following:

1. A specification of the information the student consents to be disclosed;

2. The person or organization or the class of persons or organizations to whom the disclosure may be made; and

3. The date of the consent.

(e) The student may obtain a copy of any records ~~the~~ USF ~~System discloses~~ releases to a third party pursuant to the student's prior written consent.

(f) ~~The~~ USF ~~System~~ will not release information contained in a student's education records, except directory information, to any third parties except its own officials, unless those third parties agree that they will not re-disclose the information without the student's prior written consent.

(g) ~~The~~ USF ~~System~~ may ~~disclose~~allow a third party access to a student record if the student has executed a ~~release any and all~~academic ~~information to individuals known and designated by the~~

~~student to receive his/her~~the student's ~~information upon the student duly executing a~~ FERPA Waiver Request Form authorizing ~~the~~ USF ~~System~~ to disclose the student's~~ir~~ information to those whom the student has authorized. The FERPA Waiver will remain in effect ~~while the student is actively enrolled in the USF System or~~ until such authorization is revoked.

(~~9~~10) Records Of Requests For Access And Disclosures Made From Education Records.

(a) The ~~FERPA Coordinator~~University Registrar or designee~~ or appropriate records custodian~~ will approve or ~~disapprove~~eny all such requests for access and disclosures and, except for requests for directory information, ~~he/she~~ will maintain a record of these actions. Except no record of disclosures will be required if the requests are made by

~~All requests for disclosures of information contained in a student's education record or for access to the record made by persons other than~~ (1) University officials with legitimate educational interest (2) ~~or~~ the student or (3) in ~~conjuction~~conjunction with a~~those requests accompanied by~~ the student's prior written consent~~. will be submitted to the FERPA Coordinator or appropriate records custodian. The FERPA Coordinator or appropriate records custodian will approve or disapprove all such requests for access and disclosures and, except for requests for directory information, he/she will maintain a record of these actions.~~

(b) This record of requests/disclosures shall include the following information:

1. The name of the person or agency that made the request.
2. The interest the person or agency had in the information.
3. The date the person or agency made the request.
4. Whether the request was granted and, if it was, the date access was permitted or the disclosure was made.

(c) ~~The~~ USF ~~System~~ will maintain this record of requests/disclosures as long as it maintains the student's education record.

(~~10~~11) Procedures To Request Amendment Of And Challenge Education Records.

(a) Students have the right to, in accordance with this ~~Regulation~~regulation, request amendment of and challenge the content of their education records if there was ~~discretion~~a discrepancy made in creating the record (records of transitory emails, general correspondence, or the memorialization of factual events are not subject to review or amendment).

(b) Definitions.

1. The term "incorrect" is used herein to describe a record that is inaccurate, false, misleading, or in violation of the privacy or other rights of students. A record is not "incorrect," for purposes of this ~~Regulation~~regulation, where the requestor wishes to challenge the evaluation reflected by the grade an instructor assigns for a course.

2. The term "requestor" is used herein to describe a student or former student who is requesting that ~~the~~ USF ~~System~~ to amend a record.

(c) Students who believe that their education records contain ~~information which is incorrect~~information that is incorrect should informally discuss the problem with the ~~record custodian~~University Registrar or designee. If the record custodian finds the information is incorrect because of an obvious error, and it is a simple matter to amend it to the satisfaction of the requestor, the record custodian may make the amendment.

(d) If the record custodian cannot amend the record to the requestor's satisfaction or if the record does not appear to be obviously incorrect, the record custodian will:

~~1. Provide the requestor a copy of the questioned record at no cost; and~~

~~2.~~ Ask the requestor to initiate and provide the record custodian a written request for the amendment; such written request must identify the information which the requestor believes is incorrect, must state why such information is incorrect, and must be dated and signed by the requestor.

(e) The ~~record custodian~~University Registrar ~~or designee~~ will vet the request with the custodian of record. The record custodian upon reviewing the request will provide the University Registrar ~~send the request, together with~~ a written explanation of ~~his/her~~ refusal to amend the record to the requestor's satisfaction~~, to the FERPA Coordinator~~. The ~~FERPA Coordinator~~University Registrar will examine the ~~request,~~request; discuss it with appropriate USF ~~System~~ officials, including the person who initiated the record, ~~the~~ USF ~~System~~ General Counsel, and other persons who might have an interest in the questioned record. At the conclusion of this investigation, the ~~FERPA Coordinator~~University Registrar will summarize ~~his/her~~ findings, make a recommendation for USF's ~~System's~~ action, and deliver the request, the record custodian's written explanation, ~~his/her~~the summary of findings, and ~~his/her~~ recommendation to the USF ~~System President (President) (references to the~~ President or ~~include~~ designee~~)~~.

(f) The President or designee will instruct the ~~FERPA Coordinator~~University Registrar whether the record should or should not be amended in accordance with the request. If the President's decision is to amend the record, the ~~FERPA Coordinator~~University Registrar will advise the record

custodian to make the amendment. The record custodian will advise the requestor in writing when he/she has amended the record and invite the requestor to inspect the record.

(g) If the President's decision is that the record is correct and should not be amended, the ~~FERPA Coordinator~~University Registrar will prepare and send the requestor a letter stating the decision. Parents and eligible students who need assistance or who wish to file a complaint under FERPA ~~or the Protection of Pupil Rights Amendment (PPRA)~~ should do so in writing to the Family Policy Compliance Office, sending pertinent information through the mail, concerning any allegations to the following address: Family Policy Compliance Office; U.S. Department of Education; 400 Maryland Avenue, SW; Washington, D.C. 20202-5920; Phone: 1-800-USA-LEARN (1-800-872-5327).

(h) In the event the education records are not amended to the requestor's satisfaction, the requestor shall have the right to place with the education records a written statement explaining, commenting upon, or disagreeing with information contained in the education records. This statement shall be maintained as part of the student's education record for as long as ~~the~~ USF ~~System~~System maintains the questioned part of the record. Whenever the questioned part of the record is disclosed, the student's written statement shall also be disclosed.

(~~11~~12) Right ~~Of~~ to Waiver ~~Of~~ of Access. ~~The~~ USF ~~System~~ may request a waiver of access to evaluations and letters of recommendation related to admissions, employment applications and receipt of honors. While such a waiver may be requested, requests for waivers do not constitute a pre-condition for admission, financial aid, or any services or benefits. Upon request, students who have waived access to such items can receive a listing of all individuals providing confidential recommendations or evaluations.

Authority: Art. IX, Sec. 7, Fla. Constitution; Fla. Board of Governors Regulation 1.001; 1002.225, 1006.52 FS.

History–New (BOT approval) 4-19-83, Formerly 6C4-2.021, F.A.C., Amended 3-15-92, 1-7-93, Formerly 6C4-2.0021, F.A.C., Amended 10-3-12 (Technical), Amended 11-10-15 (Technical).

Certification: USF certifies that it has followed the Florida Board of Governors Regulation Development Procedure and has a record of written notices, comments, summaries and responses as required.

Action Item Coversheet
Amend USF Regulation 2.0021 Student Records
Catherine Mund, University Registrar

Highlights of Proposed Changes and Edits:

- Updates to ensure better alignment with Regulation 2.0021 with the Family Educational Rights and Privacy Act [FERPA] and Sections 1002.225 and 1006.52 of the Florida Statutes, which outline how USF must maintain, release and restrict student education record information. Specifically, the location of records and custodian of the records is narrowed to be more specific.

- Updates to provide a clearer process for student inspection and release of their education records, ensuring that USF provides continuity of the student experience across Office of the Registrar locations and that we coordinate to demonstrate compliance by maintaining one log of external releases.

- Updates to the definition of "directory information" to remove the student's local and permanent addresses, local and permanent telephones, date and place of birth and most recent previous educational agency of institution attended from USF's directory information definition. These changes increase privacy of the student record and are in keeping with practices endorsed by the American Association of Collegiate Registrars and Admissions Officers (AACRAO), Title IX regulations and the European Union's newly enacted General Data Protection Regulation (GDPR).

- Updates to the description of the list of student names and contact information accessible only to members of the University community with Net IDs from a Directory to a Student Contact List to avoid using the word Directory in more than one definition in the Regulation.

- Updates to the description of the Solomon Amendment request process which is the process required by law to provide student record information to recruiters from the U.S. Department of Defense.

Agenda Item: III.e.

USF Board of Trustees
(September 4, 2018)

Issue: USF System Textbook & Instructional Materials Affordability Annual Report

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Proposed action: Requires BOT approval and submission to the BOG by September 30, 2018

Executive Summary: The "State University System of Florida Textbook & Instructional Materials Affordability Annual Report" documents the USF System's 1) compliance with the 45-day textbook adoption requirement, 2) incidence of wide variance in the cost of textbooks and instructional materials for General Education courses with multiple sections, 3) institutional policies relevant to the issue, and 4) efforts to reduce costs to students.

Financial Impact:

Strategic Goal(s) Item Supports: Goal 1
BOT Committee Review Date: August 27, 2018
Supporting Documentation Online (*please circle*): Yes X No
USF System or Institution specific: USF System
Prepared by: Todd Chavez, Dean USF Libraries

TEXTBOOK & INSTRUCTIONAL MATERIAL AFFORDABILITY REPORT

Academics & Campus Environment Workgroup

University of South Florida Board of Trustees

August 27, 2018

Todd Chavez, Dean of the USF Libraries

Dwayne Smith, Sr. Vice Provost

USF UNIVERSITY OF SOUTH FLORIDA SYSTEM

DATA HIGHLIGHTS – USF SYSTEM

WIDE COST VARIANCE - FALL 2017 (n=824)

One (1) section

IDH3400.001 Soc./Behavioral Honors

WIDE COST VARIANCE - SPRING 2018 (n=751)

Two (2) sections

ANT2410.004 Cultural Anthropology
IDH3400.006 Soc./Behavioral Honors

USF TEXTBOOK ADOPTION COMPLIANCE

FALL 2017: 97.3%

SPRING 2018: 97.2%

RECENT STEPS & NEW INITIATIVES

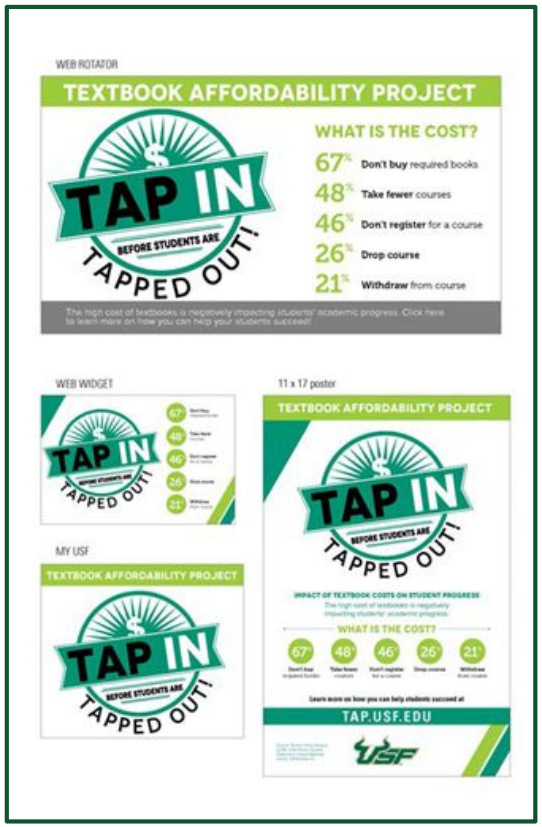
- Completed website revision (inc. data dashboard)
- Textbook Affordability Task Force
- College/Department “Report Cards”
- All departments, all campuses reviewed
- Follett Bookstore programs launch
- Intellus platform launch
- USF HerdFunder Campaign

TEXTBOOK AFFORDABILITY project
TAP.USF.EDU

USF: UNSTOPPABLE

TAP IN BEFORE STUDENTS ARE TAPPED OUT!

- Launched system-wide in Fall 2018
- Targets faculty, department chairs, departmental coordinators



State University System of Florida
Textbook and Instructional Materials Affordability
Annual Report
Statutory Due Date: September 30

University of South Florida	**Fall 2017 and Spring 2018**
University Submitting Report	Semester(s) Reported*

Date Approved by the University Board of Trustees		Signature of Chair, Board of Trustees	Date
Signature of President	Date	Signature of Vice President for Academic Affairs	Date

***Report Fall and Spring data separately to allow for Fall to Fall semester comparison and Spring to Spring semester comparison.**

Definitions:

- *Wide cost variance is defined as a cost per course section of $200 or more over the median average cost of textbooks and instructional materials for the same course.*
- *High enrollment is defined as the top 10% of courses ordered by headcount enrollment.*

1) Required and Recommended Textbooks and Instructional Materials for General Education Courses

a) Report on the course sections identified as wide cost variance and include the number of course sections within a course (*n*). An explanation may be provided for sections with wide cost variance (e.g. honors course, economics text for two courses).
Methodology: Identify the median average cost for textbooks and instructional materials for all course sections of a course. Exclude sections with Open Educational Resources (OER) or no required materials from wide cost variance analysis. Course sections with a cost of $200 or more over the median cost are considered wide cost variance.

- Required (Req) Textbooks and Instructional Materials
- Recommended (Rec) Textbooks and Instructional Materials

Please note: the template uses the terms "average" and "median" interchangeably. In this report, the average is used.

- **Required (Req) Textbooks and Instructional Materials**

WIDE COST VARIANCE ANALYSIS – FALL 2017, USF TAMPA*

Course	Total Sections	Req/ Rec	Avg. Cost	Variance
IDH3400.001 Soc./Beh. Sciences Honors	7	Req.	$109.10	$254.10

Explanation: IDH3400 was an honors course and topics vary substantially among sections.

*There were no instances of wide cost variance for required textbooks for USF St. Petersburg and USF Sarasota in Fall 2017.

WIDE COST VARIANCE ANALYSIS – SPRING 2018, USF TAMPA*

Course	Total Sections	Req/ Rec	Avg. Cost	Variance
ANT2410.004 Cultural Anthropology	11	Req.	$111.24	$251.41
IDH3400.006 Soc./Beh. Sciences Honors	7	Req.	$114.80	$248.75

Explanations: IDH3400 was an honors course and topics vary substantially among sections. Wide cost variance in ANT2410.004 occurred within a department that allows faculty to independently select textbooks and course materials for their courses.

*There were no instances of wide cost variance for required textbooks for USF St. Petersburg and USF Sarasota in Spring 2018.

- **Recommended (Rec) Textbooks and Instructional Materials**

There were no instances of wide cost variance for recommended textbooks for USF Tampa, USF St. Petersburg, and USF Sarasota-Manatee for Fall 2017 and Spring 2018.

b) Describe the textbook and instructional materials selection process for general education courses with a wide cost variance among different sections of the same course.

All course sections with wide variance occur within departments that allow the faculty to select the textbook for their sections.

c) Report the course title(s) and number of section(s) that do not require or recommend the purchase of a textbook(s) and/or instructional material(s).

Fall 2017

Course Titles Not Requiring or Recommending Purchase of Texts/Instructional Materials			
Course Prefix and Number	**Course Title**	**Number of Sections**	**Total Max Enrollment**
AMH2020	American History II	1	50
AMS2270	20th Century American Culture	5	44
AMS3700	Racism in American Society	1	25
ANT2000	Introduction to Anthropology	1	70
ART2201C	Concepts and Practices I	6	120
ART2203C	Concepts and Practices II	2	40
BSC2011	Bio II - Biological Diversity	1	50
BSC2085	Anatomy Phys I for Hlth Prof	1	250
BSC2086	Anatomy Phys II for Hlth Prof	1	250
ENC1101	Composition I	9	339
EVR2001	Intro to Environmental Science	2	63
GLY2100	History of Life	3	340
HSC2100	Contemporary Health Science	2	140
HUM1020	Introduction to Humanities	6	461
IDH2010	Acquisition Of Knowledge	20	380
IDH3100	Arts/Humanities Honors	4	76
IDH3350	Natural Sciences Honors	3	57
IDH3400	Soc/Behavioral Sciences Honors	2	34
IDH3600	Seminar In Applied Ethics	1	19
IDH4200	Geographic Perspectives Honors	6	110
LAH2020	Latin American Civilization	1	90
LIN2002	Language, Culture & Film	1	80
LIT2030	Introduction to Poetry	1	25
MUC2301	Intro to Electronic Music	1	240
MUH2051	Folk/Trad Music World Cultures	1	32
MUL2010	Music and Culture	1	25
PHI1600	Introduction To Ethics	1	50
PHI2010	Introduction to Philosophy	2	78
PHI3130	Formal Logic	1	15
POS2041	American National Government	1	30
SYD3700	Racial and Ethnic Relations	1	48
THE2000	Theater and Culture	1	180
THE2252	Great Performances on Film	2	445
WST3015	Intro to Women's Studies	1	150

Spring 2018

Course Titles Not Requiring or Recommending Purchase of Texts/Instructional Materials			
Course Prefix and Number	**Course Title**	**Number of Sections**	**Total Max Enrollment**
AMS2270	20th Century American Culture	2	24
ANT2000	Introduction to Anthropology	2	80
ART2201C	Concepts and Practices I	5	100
ART2203C	Concepts and Practices II	2	40
BSC2085	Anatomy Phys I for Hlth Prof	1	360
BSC2086	Anatomy Phys II for Hlth Prof	1	350
ENC1101	Composition I	1	20
GLY2100	History of Life	2	347
HSC2100	Contemporary Health Science	1	100
HUM1020	Introduction to Humanities	7	570
HUM2250	The Twentieth Century	1	90
IDH3100	Arts/Humanities Honors	4	76
IDH3350	Natural Sciences Honors	2	38
IDH3400	Soc/Behavioral Sciences Honors	6	114
IDH3600	Seminar In Applied Ethics	3	57
IDH4200	Geographic Perspectives Honors	6	114
LIN2002	Language, Culture & Film	1	80
MUH2020	The History of Blues and Rock	1	250
MUL2010	Music and Culture	2	43
PHI1600	Introduction To Ethics	1	100
PHI2010	Introduction to Philosophy	2	95
PHI2630	Contemporary Moral Issues	2	60
PHI3130	Formal Logic	1	25
SPC2608	Public Speaking	1	23
SYG2000	Introduction to Sociology	2	102
THE2000	Theater and Culture	1	240
THE2252	Great Performances on Film	2	440
WST3015	Intro to Women's Studies	1	150

d) What measures, if any, are being taken by the university to reduce wide cost variance among different sections of the same general education course?

Since Spring 2017, the USF Libraries began providing department chairs with cost information for all textbook adoptions for course sections in their departments. Previously, department chairs and faculty did not have access to

pricing information in the aggregate for all courses and course sections within a department. Department chairs and faculty can now consider cost along with program requirements and quality and can easily review textbook costs across the department.

In cases of wide variance, information is provided to department chairs and individual faculty members. Report recipients notified of cases of wide cost variance submit justifications for approval by their department chairs, and for comparison to subsequent analyses.

e) Describe the textbook and instructional materials selection process for general education high enrollment courses.
Methodology: Order courses (course prefix/number) by headcount enrollment, excluding honors courses. The top 10% of courses are determined as high enrollment. Provide the number of courses (n) reported on.

None of the course sections exhibiting wide cost variance (see Section 1A, page 2) occurred within high-enrollment General Education courses.

Number of high-enrollment courses evaluated:

- Fall 2017: 13 high enrollment courses
- Spring 2018: 19 high enrollment courses

2) Specific Initiatives of the University Designed to Reduce the Costs of Textbooks and Instructional Materials for General Education Courses

a) Describe specific initiatives of the institution designed to reduce the costs of textbooks and instructional materials.

USF Tampa:

- **<u>USF Tampa Textbook Affordability Task Force</u>**
  In Fall 2017, USF System President Judy Genshaft and Provost Ralph Wilcox formed the USF Tampa Textbook Affordability Task Force to target and provide solutions to the rising cost of textbooks and instructional materials at the University of South Florida while preserving high-quality learning outcomes. The Task Force co-chaired by Dean Moez Limayem, Muma College of Business, and Dean Todd Chavez, USF Libraries, includes representatives from many of the larger colleges and departments, as well as the St. Petersburg and Sarasota campuses, and has focused on strategies to drive reductions in textbook costs through fostering faculty engagement, creating new guidelines for textbook adoptions, and/or altering existing textbook affordability policies.

The Task Force initiated a faculty awareness campaign to expand faculty members' understanding of textbook affordability issues. Their efforts included an enhanced TAP website, a Fall 2018 "TAP-In, TAP-Out" campaign, departmental level reviews of adopted instructional materials, presentations to University leadership; and a collection of information about policies, guidelines, and best practices for faculty to reference during textbook adoptions.

- **Textbook Affordability Project (TAP) Website (http://tap.usf.edu)**
  The TAP website has been a resource at USF regarding textbook affordability since 2011, but in 2017 it became the official USF source for student support on these issues. In January 2018, the USF Libraries hired a web content administrator to redesign and enhance the TAP website in order to maintain an up-to-date comprehensive resource for faculty, students, and policy makers who are working to reduce the costs of textbooks and instructional materials. Consistently among the top Google search returns for "textbook affordability," this website serves as a central access point for all of USF's textbook affordability programs, such as the TAP Toolbox, Ebooks in the Classroom+ database, Course Reserves, and Open Access Textbooks. The integrated social media functionality engages faculty and students seeking solutions to textbook affordability.

- **TAP-In, TAP-Out Campaign**
  In Fall 2018, the USF Libraries are conducting the "TAP-In, TAP-Out" awareness campaign aimed at three audiences who make textbook adoptions: individual faculty, department coordinators, and department chairs. The purpose is to inform these stakeholders regarding textbook affordability policies, guidelines, best practices, open access textbook repositories, and to complete a checklist to ensure understanding of the issues.

- **TAP Department-Level Reviews**
  The TAP program was expanded through the hire of three new team members engaged to assist departments and their library liaisons navigate textbook affordability options. These textbook affordability experts are currently conducting a line-by-line review of all undergraduate textbook adoptions from AY2017-18 in order to make cost-reducing recommendations for the upcoming Spring 2018 semester.

- **Presentations to University Leadership & Faculty**
  Extensive efforts to raise awareness of textbook affordability issues are underway. In addition to the following highlights they include numerous meetings with academic departments, individual faculty, and departmental textbook coordinators.

- **Textbook Affordability Days**
  USF held a two-day Textbook Affordability Days Event January 24-25, 2018 at the USF Tampa Library which hosted a series of events about textbook affordability. Faculty system-wide were invited to attend the events and workshops to learn more about how they could help save students money on their textbooks. The schedule of events and information presented included:

  - Opening Address: Textbook Affordability at USF
  - EBSCO Curriculum Builder Workshop
  - Springer Nature Lunch and Learn
  - Evolution of an Open Courseware in a STEM Course
  - Transitioning to No Cost Textbooks and Materials: Why, How, and When?
  - Ebooks for the Classroom+
  - Springer Nature Workshop
  - Open Textbook Network Faculty Workshop
  - EBSCO Curriculum Builder Lunch and Learn
  - Open Textbook Authors Panel
  - Open Textbook Network Partner Workshop
  - Open Textbook Network Forum for Campus Leadership*

- The Open Textbook Network Forum for Campus Leadership was a mandatory event for Deans and Department Chairs, providing University leadership the opportunity to meet with University of Minnesota's Open Textbook Network experts Dean Tanya Grosz and Josh Bolick. The session introduced the concept of open textbooks, their benefits, how they support textbook affordability, and were open to answering questions from the audience.

- **Council of Deans Retreat**
  In June 2018, Dean Todd Chavez, USF Libraries, reported on textbook affordability at the USF Council of Deans Retreat. The presentation covered the current status of textbook affordability at USF, a request for departments to identify a departmental textbook coordinator to work with TAP on compliance and reducing costs, an advertisement of the TAP departmental reviews that would be assisting them for Spring 2019, strategies to improve affordability, and OER and library-licensed content.

- **Policies, Guidelines, and Best Practices**
  The Task Force directed TAP to provide policies, guidelines, and best practices for the textbook and instructional material selection process. This information was designed to help faculty drive down the cost of textbooks while preserving the academic quality of their teaching. The TAP website

contains information and tools to assist faculty in this effort through the TAP Toolbox explained below.

- **TAP Toolbox**
  The Task Force provided recommendations for the TAP website in the form of a "TAP Toolbox," a place where faculty could access simple and effective tactics, strategies, and best practices for adopting affordable textbooks.

  In Spring 2018, the TAP Toolbox was added to the TAP website which provides essential textbook affordability information to USF Faculty and fosters awareness about the issues. It provides a general overview of the current textbook affordability issues; a guide of best practices for faculty to follow in order to make the highest impact; a checklist of required steps for deans, department chairs/textbook coordinators, and instructors to complete; a guide to affordable ebooks; textbook cost data with "report cards," including cost per credit hour, at the department-level to clarify the textbook environment at USF; a glossary of technical terms used frequently; and a collection of Florida statutes, Board of Governors regulations, and USF regulations regarding textbook affordability.

- **TAP Champions**
  The Task Force recognized several instructors as "TAP Champions" and emphasized their efforts in textbook affordability, showcasing their varying methods used to save students on textbook costs.

- **Textbook Affordability Report Cards**
  The Task Force directed TAP to create college-based "Textbook Affordability Report Cards" to capture data, tack changes, and to drive improvement in textbook cost reduction with the goal of being below the national average of 40.83 per credit hour.

  Each semester since Fall 2017, TAP has created a series of report cards to track the departmental textbook cost ranges, showing the minimum, maximum, and median cost ranges. In addition, these reports show the cost per credit hour at the university, college, and department levels. These reports are shared with department chairs in order to help them tackle rising textbook costs by providing information tailored specifically to their departments. The publicly available information can be located on the TAP website, but the detailed report for department chairs is located behind the access-restricted Faculty Toolbox on Canvas.

- **General Education Council**
  USF Libraries Dean, Todd Chavez, worked with the General Education Council to recommend a textbook affordability requirement and language to be added to general education course proposals.

- **University and Bookstore Partnership**
  The Task Force was instrumental in advising USF leadership on textbook affordability opportunities in regards to the ongoing business partnership between the University and the bookstore operator. Follett was selected as the new bookstore for USF to facilitate and support textbook affordability initiatives.

- **USF Library Initiatives**

  - **Etextbook Pilots**
    The USF Libraries have worked with USF departments and faculty to implement etextbook pilots for specific courses. We are currently working with major textbook publishers to promote inclusive access discount programs for textbooks adopted by USF faculty for their courses. Students will access the etextbook in Canvas and be billed through their student account. Etextbook pricing leads to significant reduction in costs and we are working to ensure long term access to the etextbook beyond graduation.

  - **IncludeEd / Advantage Pricing**
    USF is currently negotiating Follett and publishers (Cengage, Pearson, McGraw-Hill, and Wiley) to form a partnership with the goal of bringing digital content to students at the lowest prices nationally. Not only is the content affordable, it simplifies the use of varying digital platforms by using a single sign-on through Canvas, providing access anywhere with internet connection, while also allowing the student the option to purchase a reduced-cost print version. The IncludEd partnership will give students the first two weeks of the semester to opt-in to the program and take advantage of the low, negotiated etextbook prices. After the two weeks are expired, the etextbook will return to its normal price.

  - **Ebooks for the Classroom+ (http://ebplus.lib.usf.edu)**
    Initially launched in 2009, the Ebooks for the Classroom Program acquires ebooks requested by faculty for their courses. Available at no cost to students, these ebooks are either required or recommended readings for a course. Materials purchased by this program are accessible throughout the USF System. In April 2017, this program was incorporated into the Ebooks for the Classroom+ tool, recently updated and enhanced for content and usability. This

database provides access to over 500,000 ebooks and allows faculty to easily select a library-supplied ebook with little to no restrictions on use (printing, downloading, simultaneous usage) in lieu of a traditional textbook. This results in zero cost to the students. Fewer than five institutions in the U.S. have such a resource.

EBOOKS FOR THE CLASSROOM SAVINGS BY SEMESTER

Course Semester	Library Cost	Enrollment	Cost Benefit
Fall 2017	$8,693.05	2,824	$145,401.66
Spring 2018	$3,161.03	2,128	$108,381.14
	$11,854.08	**4,952**	**$253,782.80**

* Costs do not include previously owned titles or EBA.

EBOOKS FOR THE CLASSROOM TOTAL SAVINGS

Inception to	Library Cost	Enrollment	Cost Benefit
June 30, 2018	$153,978.39	29,881	$2,088,234.20

* Costs do not include previously owned titles or EBA.

- **Print Textbooks on Course Reserve**

  Each year, the USF Libraries expend over $30,000 to purchase two copies of each required textbook for courses with enrollments of over 100 students. These materials are placed on course reserve and made available for students to check out for three-hour loans. TAP reserve items circulated 17,652 times in Fall 2017 and 19,621 times in Spring 2018. In Fall 2017, the TAP project held textbooks on reserve for 1,266 course sections across 406 unique courses with cumulative enrollments of 57,577. In Spring 2018, the TAP project held textbooks on reserve for 1,120 course sections across 377 unique courses with cumulative enrollments of 45,991. As of Summer 2018, the value of the collection is $186,552.

  PRINT TEXTBOOKS ON COURSE RESERVE

	Circulations Per Semester	Unique Courses	Course Sections	Course Enrollments
Fall 2017	17,652	406	1,266	57,577
Spring 2018	19,621	377	1,120	45,991

- **ARES & Copyright Clearance Center Licensing**

  The USF Libraries continue to fund and maintain ARES, an online course reserve system used to aid faculty in placing instructional materials on reserve in lieu of textbooks. In conjunction with securing permissions through the Copyright Clearance Center,

these efforts lead more faculty to use online course reserve and to make more content available to students.

USF students can save more than $130,000 each semester by obtaining the content directly from the USF Libraries. If they use commercial options, our students pay the copyright fees associated with the copying of the content. There are no such fees for access through the USF Libraries as we license this content on behalf of our faculty, staff, and students.

- **Curriculum Builder**
  The USF Libraries has adopted the Curriculum Builder tool that supports faculty in the creation of reading lists within Canvas, with a click of a link. This tool utilizes library-licensed content for affordable curriculum enhancements.

- **Open Access Textbook Initiatives**

  - **Textbook Affordability Days Event**
    USF held a two-day Textbook Affordability Days Event January 24-25, 2018 featuring Open Textbook Network Workshops held for faculty, faculty adoption support staff, and campus leadership on adopting open access textbooks. Of the 36 faculty attending the workshop, 58% (21) of faculty reviewed an open access textbook. Of those 21 faculty who reviewed open access textbooks, 11 (52%) indicated they intended to adopt an open access textbook for their course, and another 12 were considering adopting. Overall 68% of faculty who attended the workshop are now adopting or are considering adopting an open access textbook.

    The Department of Chemistry at the Tampa Campus attended the event and has since adopted open access textbooks for their CHM2045 and CHM2046 general education courses going into the Fall 2018 semester. Compared to their previous required textbook priced at $322.50, the new open access OpenStax adoption reduces the cost of the courses greatly. With a total possible enrollment of 3,030 students among 12 course sections, the savings for the students is estimated to be $977,175 in Fall 2018.

  - **USF Scholar Commons**
    By definition, the USF Libraries' open access textbook collection is available at no cost to the global academic community. At present, the USF Libraries host 12 open access textbooks on our institutional repository, Scholar Commons, where there are over 701,251

downloads of this content. Of those open access textbooks, 7 were authored by USF faculty. One title, *Social Science Research: Principles, Methods, and Practices,* by Dr. Anol Bhattacherjee is the most downloaded publication on Scholar Commons with 565,948 downloads to date.

- **Open Textbook Network (OTN)**
  USF is a member of OTN, along with over 379 colleges and universities. The focus of OTN is on developing expertise on campuses and encouraging faculty to adopt, adapt, and create OER while protecting academic freedom. In January of 2018, OTN trainers conducted workshops for USF faculty, department chairs, and deans to raise awareness of the value of open access content.

- **Intellus Learning**
  The USF Libraries acquired a license for Intellus, a tool that will be integrated in Canvas and is designed to help faculty adopt open access content and library content in lieu of expensive textbooks.

- **USF Libraries and Innovative Education's Open Access Publishing Partnership**
  Since the success with Dr. Schneider's open access textbook, the USF Libraries and Innovative Education continue to partner with College of Engineering professor Dr. Kingsley Reeves to facilitate the publication of another open access textbook. Using a non-traditional approach, this probability and statistics textbook for engineers employs significant, original multi-media content to engage a new generation of learners.

- **Open Access Titles in Use at USF**

FALL 2017

Course Section	Course Title	Open Textbook Title	Max Enrl	Student Savings
ECH4846.001	Numerical Methods in Chem Engr	Numerical Methods with Applications	96	$13,443.84
QMB7565.001	Intro to Research Methods	Social Science Research: Principles, Methods, and Practices	7	$980.28
QMB7565.080	Intro to Research Methods	Social Science Research: Principles, Methods, and Practices	50	$7,002.00
			Total Savings	**$21,426.12**

SPRING 2018

Course Section	Course Title	Open Textbook Title	Max Enrl	Student Savings
ECH4846.001	Numerical Methods in Chem Engr	Numerical Methods with Applications	90	$12,603.60
			Total Savings	**$12,603.60**

TOTAL SAVINGS*	**$34,029.72**

*Savings calculated using USF average textbook cost ($46.68 per credit hour, based on 3 credit courses) of $140.

USF St. Petersburg:

- **Textbooks on Reserve**
  The textbook on reserve collection continues to grow in size thanks to additional library purchases, faculty donations, and the new "pay it forward" program that allows students to donate their used books to the library for use by future students. Faculty have commented that they are getting requests from students asking if their book will be on reserve at the library.

  Potential savings were calculated using the lowest bookstore price multiplied by the number of checkouts

Semester	Library Reserves	Instructor Reserves	Reserves Total
Summer 2017	$17,200	$1,655	$18,855
Fall 2017	$87,597	$28,157	$115,754
Spring 2018	$84,139	$22,383	$106,522
All Semesters Total	**$188,936**	**$52,195**	**$241,131**

- **Enhanced Marketing to Educate All USFSP Faculty**
  Although most teaching faculty are aware of student concerns over textbook costs, many are not aware of various ways to reduce costs while still maintaining the quality of their course. While complete course overhauls take time, there are many easy strategies that faculty can take to reduce costs quickly such as: adopting online materials that are institutionally licensed by the library, taking advantage of fair use rights, locating existing free resources, and adding materials to the library course reserve collection.

  A variety of mechanisms were used to market these quick, cost reduction strategies to faculty. Emails and flyers were distributed to all USFSP

faculty and the project was mentioned at the spring all-faculty meeting. To allow more time for questions, librarians as well as members of the USFSP Textbook Affordability Task Force met with individuals and small groups and also gave brief presentations at departmental and college meetings. The library also offered three, one-hour open workshops for faculty to disseminate information and allow for discussion.

- **Spring 2018 Faculty Textbook Initiative**
  Though beneficial to students, the possibility of changing textbooks to a more affordable option has a significant impact on faculty. Locating, evaluating, and selecting new materials can be tremendously time-consuming. Once new resources are selected, additional effort may be needed to update lectures, assignments, and exams.

  In acknowledgment of the time and effort needed for this important task, the library, CITL, and OLITS funded an incentive program for faculty. For $1,000, faculty were asked to attend a series of 6 workshops, work to reduce the cost of materials for their courses, implement the changes by Fall 2018, and participate in a survey to assess the impact of the initiative.

  At the conclusion of the program, 20 faculty had worked on 27 courses which will affect an estimated 3,656 students in the next academic year. Fifty-nine percent (16) of the courses are now listed as "no textbook required" for 893 students. Although unable to limit costs completely, three other professors were able to lower the total cost of course materials for their courses. All of these courses will move to institutionally licensed or free online course materials for a potential savings of $157,612 per year for required texts and $178,371 if the cost of faculty recommended texts is also included.

	Summer 2017 to Spring 2018	Summer 2018 to Spring 2019	Potential Savings to Date
Library and Faculty Reserve Collections	$241,131	TBD	$241,131
Faculty Textbook Affordability Initiative (Required and Recommended)	N/A	$178,371	$178,371
Total	**$241,131**	**$178,371**	**$419,502**

USF Sarasota-Manatee:

- **Print Textbooks on Course Reserves**
  USF Sarasota-Manatee faculty are encouraged to provide a print copy of the textbook/instructional material for placement on course reserve in the Information Commons. If faculty are unable to provide a copy of the textbook, USFSM Library Services will purchase a copy to place on reserve for students. In addition, a list of high enrollment courses is being created to guide the purchase of more textbooks for inclusion in the Information Commons.

USF Bookstore:

The following information was provided by the USF Bookstore (Barnes & Noble):

- Barnes & Noble worked on the First Day program for etextbooks and adaptive learning technology for a Fall 2017 launch. The goal of this program was to reduce the average cost of textbooks and increase savings for students. For the pilot courses, students who enrolled in the program saved 23% off the USF Bookstore price.

- Due to the transitioning of bookstore management from Barnes & Noble to Follett, more detailed savings were not available.

b) With implementation of the initiatives, has there been any reduction in cost of textbooks and instructional materials to the students? If there has been a reduction in cost, what is the average cost savings? Describe the average cost savings comparing fall semester to fall semester and spring semester to spring semester.

AVERAGE COST SAVINGS – EBOOKS FOR THE CLASSROOM

Semester	Year	Library Costs*	Cost Benefit	Course Requests with Savings	Average Savings per Course Section
Fall	2016	$7,799.92	$169,668.51	88	$1,928.05
Fall	2017	$8,693.05	$145,401.66	88	$1,652.29
Fall	**2016-17**	**$16,492.97**	**$315,070.17**	**176**	**$1,790.17**

* Costs do not include previously owned titles or EBA.

Semester	Year	Library Costs*	Cost Benefit	Course Requests with Savings	Average Savings per Course Section
Spring	2017	$8,311.56	$110,279.53	50	$2,205.59
Spring	2018	$3,161.03	$108,381.14	70	$1,548.30
Spring	**2017-18**	**$11,472.59**	**$218,660.67**	**120**	**$1,822.17**

* Costs do not include previously owned titles or EBA.

c) With implementation of the initiatives, describe any reduction in cost variance among different sections of the same general education course. Describe the reduction in cost variance comparing fall semester to fall semester and spring semester to spring semester.

Given the low occurrences of wide cost variance at USF among General Education courses (n=3), we have expanded our efforts toward other initiatives to lower costs.

3) University Policies for the Posting of Textbooks and Instructional Materials

a) Describe policies implemented to ensure the posting of textbook and instructional materials for at least 95% of all courses and course sections 45 days before the first day of class. For course sections that require or recommend textbooks and/or instructional materials based on student individual needs (e.g. audition/performance, directed independent study, research topic) that may miss the posting date, please reference these as exceptions in 3(d).

Section 1b of University of South Florida regulation 3.029 Textbook Adoption & Affordability specifies that textbook and instructional materials adoptions must be submitted "no later than forty-five (45) days prior to the first day of classes for each term." Adoptions are posted on the USF Bookstore website (hosted and operated by Follett). The Bookstore website is open to all students and supports searching for required and recommended textbooks by course and section. The listing presents pricing options including new, used, rental, digital new, and digital rental costs.

b) Are the policies effective in meeting the reporting requirement? If not, what measures will be taken by the university to increase faculty and staff compliance for meeting the reporting requirement?

The University has maintained its aggressive practice of reminding faculty members about their submission obligation; the practice adopted since Fall 2017 is to ensure that instructors of record receive up to four email notices from their chairs/directors in advance of the state-mandated deadline that a submission is due. Failure to comply results in faculty members receiving a "letter of counsel"

as per conditions of the faculty Collective Bargaining Agreement. Receipt of multiple letters of counsel may result in more serious disciplinary action. Our experience has been that this approach has increased compliance.

c) Report the number of course sections and the total percentage of course sections that were able to meet the textbook and instructional materials posting deadline for the academic year. Note: A course section is in compliance if all textbooks and instructional materials in the course section have been entered by the deadline.

USF TEXTBOOK ADOPTION COMPLIANCE

Semester	Percentage of Compliance	Number of Course Sections in Compliance	Total Courses
Fall 2017	97.3%	5,863	6,024
Spring 2018	97.2%	5,690	5,852

d) Report the number of course sections and the total percentage ofcourse sections that were not able to meet the textbook and instructional materials posting deadline for the academic year. Provide an explanation as to why the course sections were not able to meet the posting deadline. Note: A course section is not considered in compliance if all textbooks and instructional materials in the course section were not entered by the deadline.

USF TEXTBOOK ADOPTIONS OUT OF COMPLIANCE

Semester	Percentage Out of Compliance	Number of Course Sections Out of Compliance	Total Courses
Fall 2017	2.7%	161	6,024
Spring 2018	2.8%	162	5,852

Fall 2017 Explanations	Number of Course Sections
Full-time faculty member late in submitting	12
Adjunct faculty member late in submitting	10
Teacher's assistant or faculty advisor late in submitting	3
Complications associated with course being cross-listed	5
Department/School did not have a faculty member assigned to course	14
Instructor late in submitting, but had mitigating circumstances	29
Instructor submitted on time, but bookstore did not post by deadline	12

Textbook order was modified after the posting deadline	76
Total	**161**

Spring 2018 Explanations	**Number of Course Sections**
Full-time faculty member late in submitting	17
Adjunct faculty member late in submitting	12
Teacher's assistant or faculty advisor late in submitting	0
Complications associated with course being cross-listed	9
Department/School did not have a faculty member assigned to course	8
Instructor late in submitting, but had mitigating circumstances	19
Instructor submitted on time, but bookstore did not post by deadline	25
Textbook order was modified after the posting deadline	72
Total	**162**

e) Report the number of courses that received an exception to the reporting deadline. Provide a description of the exception(s).

No exceptions were requested by faculty, and none were granted.

Appendices

Appendix 1: Edition Changes

In the following pages, edition changes for textbooks and instructional materials used in a) Fall 2016 and Fall 2017 and b) Spring 2017 and Spring 2018 are documented and explained using a series of codes. Page 1 provides an overview of all responses; successive pages supply additional detail at the course section level.

Appendix 2: Cost Variance by Course Section

The methodology for calculating wide cost variance is outlined on page 1 of this report. The data are organized by campus/semester/required materials/recommended materials.

Fall 2016-2017 Edition Changes				
Code	**Explanation**	**Department Responses**	***TAP Responses**	**All Responses**
E-1	Previous editions are no longer available through the boosktore	27	18	45
E-2	New edition is less expensive than the previous editions	16	6	22
E-3	New edition contains updated content critical to student learning outcomes	91	22	113
E-4	New edition contains pedagogical enhancements to improve learning	18	2	20
E-5	New edition can be resold by the student to lower costs	2	0	2
E-6	Other (must explain)	19	2	21
	TOTALS	**173**	**50**	**223**

***TAP Responses are informed explanations from a specialist with 20 years of bookstore and publisher experience.**

Spring 2017-2018 Edition Changes				
Code	**Explanation**	**Department Responses**	***TAP Responses**	**All Responses**
E-1	Previous editions are no longer available through the boosktore	30	30	60
E-2	New edition is less expensive than the previous editions	20	3	23
E-3	New edition contains updated content critical to student learning outcomes	98	6	104
E-4	New edition contains pedagogical enhancements to improve learning	16	0	16
E-5	New edition can be resold by the student to lower costs	3	0	3
E-6	Other (must explain)	82	2	84
	TOTALS	**249**	**41**	**290**

***TAP Responses are informed explanations from a specialist with 20 years of bookstore and publisher experience.**

FALL 2016-2017 Edition Changes							
Campus	**College**	**Department**	**Course Section**	**Instructor**	**Code**	**TAP Response**	**(E6) Notes**
Sarasota	BM	ACC	ACG2021.591	Carlson	E3		
Sarasota	BM	ACC	ACG2071.521	Carlson	E3		
Sarasota	BM	ACC	ACG2071.591	Carlson	E3		
Sarasota	BM	ACC	ACG3113.521	Toth	E3		
Sarasota	BM	ACC	TAX4001.521	Vance	E3		
Sarasota	BM	ACC	TAX5015.521	Vance	E3		
Sarasota	BM	EIT	COP2030.522	Lodwig	E3		
Sarasota	BM	FIN	FIN6465.521	Pencek	E3		
Sarasota	BM	GBA	GEB4890.521	Kabongo	E3		
Sarasota	BM	GBA	GEB4890.591	Kabongo	E3		
Sarasota	BM	MAN	MAN4600.521	Darnell	E2		
Sarasota	BM	MKT	MAR3823.521	Edwards	E1		
Sarasota	HM	HRM	HFT3003.521	Barron	E3		
Sarasota	HM	HRM	HFT3894.592	Cobanoglu	E3		
Sarasota	LM	ANT	ANT2410.521	Warner	E3	x	
Sarasota	LM	CJP	CCJ4613.521	Ackerman	E3	x	
Sarasota	LM	ENG	LIT2000.521	Smith	E4		
Sarasota	LM	HTY	HIS4104.591	Perry	E3		
Sarasota	LM	SOC	SYO3120.521	Voelkl	E3		
Sarasota	MM	CHM	CHM2045.521	Caswell	E1		
Sarasota	MM	CSD	SPA3004.521	Luque	E4		
Sarasota	MM	CSD	SPA3310.523	Fulton	E4		
Sarasota	MM	PSY	CLP4143.591	Fisher	E2		
St. Petersburg	AP	ANT	ANT2000.601	Arthur	E1	x	
St. Petersburg	AP	ART	ARH2000.601	Paris	E1		
St. Petersburg	AP	ART	ARH2000.602	Paris	E1		
St. Petersburg	AP	BIO	MCB3020L.602	Howard	E3		
St. Petersburg	AP	COM	JOU2100.603	Keeler	E3		
St. Petersburg	AP	ENG	LIT2000.603	Farmen	E3		
St. Petersburg	AP	GPY	GEO2200.601	Meindl	E4		
St. Petersburg	AP	GPY	GEO4284.601	Meindl	E2		
St. Petersburg	AP	GPY	GEO4284.601	Meindl	E2		
St. Petersburg	AP	ISS	ISS3010.601	Gaskin-Butler	E1	x	
St. Petersburg	AP	MTH	MAC1147.606	Paris	E3		
St. Petersburg	AP	PSY	PSY3204.601	Owens	E4	x	
St. Petersburg	AP	PSY	PSY3204.791	Pezzo	E4	x	
St. Petersburg	BP	ACC	ACG2071.791	Price	E1	x	
St. Petersburg	BP	ACC	BUL3320.601	Stowell	E1	x	
St. Petersburg	BP	ACC	BUL3320.691	Stowell	E1	x	

St. Petersburg	BP	ACC	BUL3321.691	Bogue	E1	x	
St. Petersburg	BP	MBA	ISM6930.793	Reichgelt	E3		
St. Petersburg	BP	MBA	MAN6782.795	Marlin	E4		
St. Petersburg	EP	EDE	LAE4464.792	Lanham	E2	x	
St. Petersburg	EP	EDE	LAE4464.792	Lanham	E2	x	
St. Petersburg	EP	EDS	EDS6050.792	Hartman	E2	x	
St. Petersburg	EP	EDT	LAE6637.691	Malinowska Jolley	E3	x	
St. Petersburg	EP	SPE	SPC2608.601	Spinka	E3	x	
St. Petersburg	EP	SPE	SPC2608.602	Spinka	E3	x	
St. Petersburg	EP	SPE	SPC2608.603	Spinka	E3	x	
St. Petersburg	EP	SPE	SPC2608.691	Spinka	E3	x	
Tampa	AS	ANT	ANT2410.010	Rahman	E3		
Tampa	AS	ANT	ANT3101.002	Taylor	E3		
Tampa	AS	ANT	ANT3101.003	Taylor	E3		
Tampa	AS	ANT	ANT3101.005	Wallman	E3		
Tampa	AS	BCM	MCB3020.003	Sikorski	E3		
Tampa	AS	BCM	MCB4503.001	Burkhardt	E3		
Tampa	AS	BCM	PCB3063L.001	Jones-Mason	E6		Updates from semester to semester, notebook not reuseable
Tampa	AS	BCM	PCB3063L.002	Jones-Mason	E6		Updates from semester to semester, notebook not reuseable
Tampa	AS	BCM	PCB3063L.003	Jones-Mason	E6		Updates from semester to semester, notebook not reuseable
Tampa	AS	BCM	PCB3063L.004	Jones-Mason	E6		Updates from semester to semester, notebook not reuseable
Tampa	AS	BCM	PCB3063L.005	Jones-Mason	E6		Updates from semester to semester, notebook not reuseable
Tampa	AS	BCM	PCB3063L.006	Jones-Mason	E6		Updates from semester to semester, notebook not reuseable
Tampa	AS	BCM	PCB3063L.007	Jones-Mason	E6		Updates from semester to semester, notebook not reuseable
Tampa	AS	BCM	PCB3063L.008	Jones-Mason	E6		Updates from semester to semester, notebook not reuseable
Tampa	AS	BCM	PCB3063L.009	Jones-Mason	E6		Updates from semester to semester, notebook not reuseable
Tampa	AS	BCM	PCB3063L.010	Jones-Mason	E6		Updates from semester to semester, notebook not reuseable
Tampa	AS	BCM	PCB3063L.011	Jones-Mason	E6		Updates from semester to semester, notebook not reuseable
Tampa	AS	BCM	PCB3063L.012	Jones-Mason	E6		Updates from semester to semester, notebook not reuseable
Tampa	AS	BCM	PCB3063L.013	Jones-Mason	E6		Updates from semester to semester, notebook not reuseable
Tampa	AS	BCM	PCB3063L.014	Jones-Mason	E6		Updates from semester to semester, notebook not reuseable
Tampa	AS	BCM	PCB3063L.901	Jones-Mason	E6		Updates from semester to semester, notebook not reuseable
Tampa	AS	BCM	PCB3063L.902	Jones-Mason	E6		Updates from semester to semester, notebook not reuseable
Tampa	AS	BCM	PCB3063L.903	Jones-Mason	E6		Updates from semester to semester, notebook not reuseable
Tampa	AS	BCM	PCB3063L.904	Jones-Mason	E6		Updates from semester to semester, notebook not reuseable
Tampa	AS	CHM	CHM2045.003	Zhang	E2		
Tampa	AS	CHM	CHM2046.901	Figueroa	E3	x	
Tampa	AS	CHM	CHM6235.001	Bisht	E1	x	
Tampa	AS	COM	ADV4310.001	Ritter	E3		
Tampa	AS	COM	PUR3500.002	Walker	E3		
Tampa	AS	COM	RTV3301.003	Abrahamsen	E1		

Tampa	AS	ECN	ECO3203.001	Loewy	E3		
Tampa	AS	ECN	ECO3703.001	Herander	E3		
Tampa	AS	ECN	ECO4704.001	Criss	E3		
Tampa	AS	ECN	ECO6425.001	Picone	E3		
Tampa	AS	ECN	ECP3203.901	Martinez	E5		
Tampa	AS	ECN	ECP3302.001	Criss	E3		
Tampa	AS	ENG	ENC3250.004	Metzger	E4		
Tampa	AS	ENG	ENC3250.006	Metzger	E4		
Tampa	AS	HCS	AMS4804.901	Snyder	E1	x	
Tampa	AS	HCS	HUM1020.004	Rinck	E2	x	
Tampa	AS	IGS	INR3011.001	Solomon	E3		
Tampa	AS	IGS	INR3011.002	Solomon	E3		
Tampa	AS	IGS	INR3011.003	Solomon	E3		
Tampa	AS	IGS	INR3011.004	Solomon	E3		
Tampa	AS	IGS	INR3011.005	Solomon	E3		
Tampa	AS	IGS	INR3011.006	Solomon	E3		
Tampa	AS	IGS	INR3038.001	Fry	E2		
Tampa	AS	IGS	POS4614.003	Morehouse	E3	x	
Tampa	AS	ISS	ISS3010.501	Contessa	E1	x	
Tampa	AS	LIS	LIS4930.727	Walczak	E3		
Tampa	AS	LIS	LIS5937.724	Yoon	E4		
Tampa	AS	MTH	MAC1105.799	Hopf	E3		
Tampa	AS	MTH	MAC1147.799	Hopf	E3		
Tampa	AS	MTH	MAP2302.003	Danielyan	E3		
Tampa	AS	MTH	MAP2302.004	Manougian	E3		
Tampa	AS	MTH	MAP2302.006	Kartsatos	E3		
Tampa	AS	PHI	PHI3633.009	Morris	E1	x	
Tampa	AS	PSY	CLP4143.001	Rancourt	E4		
Tampa	AS	PSY	CLP4143.002	Bornovalova	E3		
Tampa	AS	PSY	PPE4003.003	Goldenberg	E3		
Tampa	AS	PSY	PSB3444.003	Hoffman	E3		
Tampa	AS	PSY	PSY3204.019	Talboy	E1		
Tampa	AS	PSY	PSY6946.001	Darkes	E1		
Tampa	AS	SGS	EVR6937.905	Buckman	E3		
Tampa	AS	SPE	COM4022.001	Basu	E3		
Tampa	AS	SPE	SPC3710.001	James	E3		
Tampa	AS	SPF	PAD3003.001	Verrill	E3		
Tampa	AS	WLE	RUT3110.001	Peppard	E4		
Tampa	BA	ACC	ACG3113.001	Lively	E3		
Tampa	BA	ACC	ACG3113.002	Lively	E3		
Tampa	BA	ACC	ACG3113.901	Lively	E3		

Tampa	BA	ACC	ACG3401.002	Davis	E4		
Tampa	BA	ACC	ACG3401.002	Davis	E1		
Tampa	BA	ACC	ACG3401.901	Davis	E4		
Tampa	BA	ACC	ACG3401.901	Davis	E1		
Tampa	BA	ACC	ACG4123.001	Smith	E3		
Tampa	BA	ACC	ACG4123.901	Smith	E3		
Tampa	BA	ACC	TAX6134.901	Laursen	E3		
Tampa	BA	FIN	FIN3403.020	Smersh	E1		
Tampa	BA	FIN	FIN3604.001	Park	E2		
Tampa	BA	FIN	FIN3604.901	Hunter	E2		
Tampa	BA	FIN	FIN4461.001	Antia	E2		
Tampa	BA	FIN	FIN4461.901	Antia	E2		
Tampa	BA	FIN	FIN6465.901	Antia	E2		
Tampa	BA	FIN	FIN6466.020	Syvrud	E1		
Tampa	BA	FIN	FIN6466.040	Antia	E2		
Tampa	BA	FIN	FIN6515.901	Xuan	E2		
Tampa	BA	MBA	GEB6445.030	Hanna	E6		Not new edition, custom package
Tampa	BA	MKT	ENT3003.020	Budd	E4		
Tampa	BA	MKT	ENT3003.021	Budd	E4		
Tampa	BA	MKT	GEB6445.001	Hanna	E3		
Tampa	BA	MKT	GEB6445.901	Hanna	E3		
Tampa	BA	MKT	MAR3023.901	Osborne	E4		
Tampa	BA	MKT	MAR3400.020	Panzer	E4		
Tampa	BA	MKT	MAR4156.001	Solomon	E2		
Tampa	BA	QMB	ISM3011.020	Warner	E3	x	
Tampa	BA	QMB	ISM3011.920	Warner	E3	x	
Tampa	BA	QMB	QMB3200.001	Sincich	E3	x	
Tampa	BA	QMB	QMB3200.002	Sincich	E3	x	
Tampa	BA	QMB	QMB3200.003	Sincich	E3	x	
Tampa	BA	QMB	QMB3200.004	Sincich	E3	x	
Tampa	BA	QMB	QMB3200.099	Sincich	E3	x	
Tampa	BA	QMB	QMB3200.901	Sincich	E3	x	
Tampa	BA	QMB	QMB3253.001	Dummeldinger	E3	x	
Tampa	BC	CFS	RCS6440.901	Smith	E3		
Tampa	BC	CFS	RCS6510.001	Seeger	E5		
Tampa	BC	CFS	RCS6825.902	Depippo	E3		
Tampa	BC	CJP	CCJ4604.799	Moore	E3		
Tampa	BC	CJP	CCJ4933.798	Powers	E3		
Tampa	BC	CJP	CCJ4934.799	Boeringer	E3		
Tampa	BC	CJP	CCJ6118.001	Cochran	E4		
Tampa	BC	CJP	CCJ6936.001	Bromley	E3		

Tampa	BC	CSD	SPA3030.003	Krause	E2		
Tampa	BC	GEY	DEP2004.700	McEvoy	E1		
Tampa	ED	EDB	EDA7193.902	Karanxha	E3		
Tampa	ED	EDJ	PEN2136.001	Dent	E1		
Tampa	ED	EDJ	PEN2136.002	Dent	E1		
Tampa	ED	EDK	EME6055.798	Park	E3	x	
Tampa	ED	EDO	MAE6356.001	Sears	E4		
Tampa	ED	EDQ	EDF6432.798	Chen	E3	x	
Tampa	ED	EDS	EGI6415.700	Shaunessy	E3		
Tampa	ED	EDX	TSL4080.001	Hadid	E1	x	
Tampa	ED	EDX	TSL4080.002	Ross	E1	x	
Tampa	ED	EDX	TSL4080.799	Hadid	E1	x	
Tampa	ED	EDX	TSL5086.799	Zoran	E1	x	
Tampa	ED	EEP	EDF6211.001	Lopez	E6	x	Consumable access code - cannot be resold or shared
Tampa	EN	ECH	BME4409.001	Passaglia	E1	x	
Tampa	EN	EGE	EEE3394.901	Ferekides	E2		
Tampa	EN	EGE	EGN3000L.007	Jeong	E3		
Tampa	EN	EGE	EGN3373.001	Fehr	E3		
Tampa	EN	EGE	EGN3373.002	Fehr	E3		
Tampa	EN	EGE	EGN3373.003	Fehr	E3		
Tampa	EN	EGE	EGN3373.004	Fehr	E3		
Tampa	EN	EGE	EGN3373.005	Fehr	E3		
Tampa	EN	EGE	EGN3373.006	Fehr	E3		
Tampa	EN	EGR	EGN3000L.014	Besterfield	E1		
Tampa	EN	EGR	EGN3000L.015	Besterfield	E1		
Tampa	EN	EGS	EIN6386.701	Schnitzler	E3		
Tampa	EN	EGS	EIN6386.901	Schnitzler	E3		
Tampa	EN	EGS	ESI4244.001	Das	E3		
Tampa	EN	EGS	ESI4244.701	Das	E3		
Tampa	EN	EGX	EGN3331.001	Stokes	E1	x	
Tampa	EN	EGX	EGN4454.002	Trout	E1	x	
Tampa	EN	EGX	TTE4004.001	Kourtellis	E2	x	
Tampa	EN	ESB	CAP5771.001	Hall	E1		
Tampa	EN	ESB	CGS2060.001	Korzhova	E1		
Tampa	EN	ESB	CIS4250.002	Jeanty	E1		
Tampa	EN	ESB	CIS4253.701	Harding	E1		
Tampa	EN	ESB	EGN3000L.011	Jeanty	E1		
Tampa	EN	ESB	EGN3000L.012	Jeanty	E1		
Tampa	FA	ART	ARH4475C.001	Moore	E3		
Tampa	FA	MUS	MUS2201.001	Rain	E1		
Tampa	FA	MUS	MUT2116.001	Cheng	E1		

Tampa-Health	MD	ATH	ATR5217C.001	Del Rossi	E3		
Tampa-Health	MD	MSG	GMS7930.020	Mclean	E3		
Tampa-Health	NR	NUR	NGR6718.050	Redding	E3		
Tampa-Health	NR	NUR	NGR6718.050	Redding	E3		
Tampa-Health	NR	NUR	NGR6947.001	Messer	E3		
Tampa-Health	NR	NUR	NGR6947.001	Messer	E3		
Tampa-Health	NR	NUR	NGR6947.001	Messer	E3		
Tampa-Health	NR	NUR	NGR6947.001	Messer	E3		
Tampa-Health	NR	NUR	NUR3145.001	Zambroski	E3		
Tampa-Health	NR	NUR	NUR3678.050	Perl	E1		
Tampa-Health	NR	NUR	NUR4128.050	Duffy	E3		
Tampa-Health	NR	NUR	NUR4128.051	Pavlock	E3		
Tampa-Health	NR	NUR	NUR4128.052	Pavlock	E3		
Tampa-Health	NR	NUR	NUR4636.001	Lutz	E6	x	Consumable access code - cannot be resold or shared
Tampa-Health	NR	NUR	NUR4828C.050	Czerwinski	E1		
Tampa-Health	NR	NUR	NUR4828C.052	Neavins	E1		
Tampa-Health	PH	CFH	PHC6505.001	Liller	E3	x	
Tampa-Health	PH	CFH	PHC6934.329	Levin	E1	x	
Tampa-Health	PH	EOH	PHC6360.001	Rentos	E3	x	
Tampa-Health	PH	EPB	PHC4030.310	Sanchez-Anguiano	E2	x	

***TAP Responses are informed explanations from a specialist with bookstore and publisher experience.**

Spring 2017-2018 Edition Changes							
Campus	**College**	**Department**	**Course Section**	**Instructor**	**Code**	**TAP Response**	**(E6) Notes**
Sarasota	BM	ACC	ACG2071.591	Carlson	E3		
Sarasota	BM	ACC	TAX4001.521	Vance	E3		
Sarasota	BM	EIT	CIS3360.521	Rasmussen	E3		
Sarasota	BM	EIT	COP3259.521	Roy	E3		
Sarasota	BM	FIN	FIN4414.521	Chang	E1		
Sarasota	BM	MAN	MAN3025.524	Darnell	E2		
Sarasota	BM	MAN	MAN4600.521	Darnell	E2		
Sarasota	BM	MKT	MAR3400.521	Cowart	E3		
Sarasota	HM	HRM	HFT3423.591	Berezina	E3		
Sarasota	HM	HRM	HFT3603.521	Barron	E3		
Sarasota	LM	ANT	ANT2000.521	Warner	E1	x	
Sarasota	LM	CJP	GIS3006.521	Deryol	E1		
Sarasota	LM	ECN	ECO2013.521	Snipes	E4		
Sarasota	LM	ECN	ECO2023.522	Snipes	E4		
Sarasota	LM	ENG	LIT2000.521	Smith	E4		
Sarasota	LM	ISS	ISS3311.521	Hao	E3		
Sarasota	MM	BIO	MCB3020.521	Sherwood	E3		
Sarasota	MM	BIO	PCB4679.521	Santamaria	E2		
Sarasota	MM	CHM	CHM2046.521	Caswell	E1		
Sarasota	MM	CHM	CHM2046.522	Caswell	E1		
St. Petersburg	AP	CJP	CCJ3117.601	Cecil	E3	x	
St. Petersburg	AP	ENG	ENC3250.798	Ulrich	E2		
St. Petersburg	AP	ENG	ENL3251.691	Bandyopadhyay	E3		
St. Petersburg	AP	ESP	EVR6937.691	Mbatu	E1	x	
St. Petersburg	AP	ESP	PUP4203.601	Mbatu	E1	x	
St. Petersburg	AP	GPY	GEO3352.601	Meindl	E2		
St. Petersburg	AP	MTH	MAC1147.602	Nallamshetty	E3		
St. Petersburg	AP	PHY	PHY2053.601	Hardy	E3		
St. Petersburg	AP	PSY	CLP4433.601	Rote	E1	x	
St. Petersburg	AP	PSY	DEP4053.601	Rote	E6	x	Consumable access code - cannot be resold or shared.
St. Petersburg	BP	ACC	ACG2071.791	Price	E3		
St. Petersburg	BP	ACC	ACG6686.691	Pacini	E3		
St. Petersburg	BP	ACC	ACG6686.691	Pacini	E3		
St. Petersburg	BP	ACC	BUL3320.601	Stowell	E3		
St. Petersburg	BP	ACC	BUL3320.692	Bogue	E3		
St. Petersburg	BP	ACC	BUL3320.791	Stowell	E3		
St. Petersburg	BP	ECN	ECP3201.601	Harris Barancik	E1		
St. Petersburg	BP	FIN	FIN4414.691	Schoenbeck	E3		
St. Petersburg	BP	MAN	MAN4600.601	Segrest	E4		
St. Petersburg	BP	MBA	FIN6465.791	Caban	E3		

St. Petersburg	BP	MBA	MAN6766.790	Gold	E3		
St. Petersburg	BP	MKT	MAR4824.691	Luckett	E1	x	
St. Petersburg	EP	EDA	EDA6061.792	Tucker	E1	x	
St. Petersburg	EP	EDA	EDA6061.792	Tucker	E1	x	
St. Petersburg	EP	EDB	EDA6192.791	Davis	E1	x	
St. Petersburg	EP	EDB	EDS6050.792	Hartman	E1	x	
St. Petersburg	EP	EDF	EDF3132.791	Doty	E1	x	
St. Petersburg	EP	SPE	SPC2608.602	Spinka	E3	x	
St. Petersburg	EP	SPE	SPC2608.606	Spinka	E3	x	
St. Petersburg	EP	SPE	SPC2608.691	Spinka	E3	x	
Tampa	AS	ANT	ANG6110.001	Wallman	E3		
Tampa	AS	ANT	ANG7487.001	Wells	E3		
Tampa	AS	ANT	ANT3101.001	Taylor	E3		
Tampa	AS	BCM	BSC2085.002	Brazelle	E5		
Tampa	AS	BCM	BSC2085.003	Brazelle	E5		
Tampa	AS	BCM	BSC6932.087	Rao	E3		
Tampa	AS	BCM	PCB3063.001	Rao	E3		
Tampa	AS	BCM	ZOO4694.001	Rao	E3		
Tampa	AS	CHM	BCH3053.001	Merkler	E6		Not new edition, custom package.
Tampa	AS	CHM	BCH3053.002	Daniel	E6		Not new edition, custom package.
Tampa	AS	CHM	CHM2210L.001	Weldegirma	E6		Custom-printed book with annual changes.
Tampa	AS	CHM	CHM2210L.002	Weldegirma	E6		Custom-printed book with annual changes.
Tampa	AS	CHM	CHM2210L.003	Weldegirma	E6		Custom-printed book with annual changes.
Tampa	AS	CHM	CHM2210L.004	Weldegirma	E6		Custom-printed book with annual changes.
Tampa	AS	CHM	CHM2210L.005	Weldegirma	E6		Custom-printed book with annual changes.
Tampa	AS	CHM	CHM2210L.006	Weldegirma	E6		Custom-printed book with annual changes.
Tampa	AS	CHM	CHM2210L.007	Weldegirma	E6		Custom-printed book with annual changes.
Tampa	AS	CHM	CHM2210L.008	Weldegirma	E6		Custom-printed book with annual changes.
Tampa	AS	CHM	CHM2210L.009	Weldegirma	E6		Custom-printed book with annual changes.
Tampa	AS	CHM	CHM2210L.010	Weldegirma	E6		Custom-printed book with annual changes.
Tampa	AS	CHM	CHM2210L.011	Weldegirma	E6		Custom-printed book with annual changes.
Tampa	AS	CHM	CHM2210L.012	Weldegirma	E6		Custom-printed book with annual changes.
Tampa	AS	CHM	CHM2210L.013	Weldegirma	E6		Custom-printed book with annual changes.
Tampa	AS	CHM	CHM2210L.014	Weldegirma	E6		Custom-printed book with annual changes.
Tampa	AS	CHM	CHM2210L.015	Weldegirma	E6		Custom-printed book with annual changes.
Tampa	AS	CHM	CHM2210L.016	Weldegirma	E6		Custom-printed book with annual changes.
Tampa	AS	CHM	CHM2210L.017	Weldegirma	E6		Custom-printed book with annual changes.
Tampa	AS	CHM	CHM2210L.018	Weldegirma	E6		Custom-printed book with annual changes.
Tampa	AS	CHM	CHM2210L.019	Weldegirma	E6		Custom-printed book with annual changes.
Tampa	AS	CHM	CHM2210L.020	Weldegirma	E6		Custom-printed book with annual changes.
Tampa	AS	CHM	CHM2210L.021	Weldegirma	E6		Custom-printed book with annual changes.
Tampa	AS	CHM	CHM2210L.022	Weldegirma	E6		Custom-printed book with annual changes.

Tampa	AS	CHM	CHM2210L.023	Weldegirma	E6		Custom-printed book with annual changes.
Tampa	AS	CHM	CHM2210L.024	Weldegirma	E6		Custom-printed book with annual changes.
Tampa	AS	CHM	CHM2210L.025	Weldegirma	E6		Custom-printed book with annual changes.
Tampa	AS	CHM	CHM2210L.026	Weldegirma	E6		Custom-printed book with annual changes.
Tampa	AS	CHM	CHM2210L.027	Weldegirma	E6		Custom-printed book with annual changes.
Tampa	AS	CHM	CHM2210L.028	Weldegirma	E6		Custom-printed book with annual changes.
Tampa	AS	CHM	CHM2210L.029	Weldegirma	E6		Custom-printed book with annual changes.
Tampa	AS	CHM	CHM2210L.030	Weldegirma	E6		Custom-printed book with annual changes.
Tampa	AS	CHM	CHM2210L.031	Weldegirma	E6		Custom-printed book with annual changes.
Tampa	AS	CHM	CHM2210L.032	Weldegirma	E6		Custom-printed book with annual changes.
Tampa	AS	CHM	CHM2210L.033	Weldegirma	E6		Custom-printed book with annual changes.
Tampa	AS	CHM	CHM2210L.901	Weldegirma	E6		Custom-printed book with annual changes.
Tampa	AS	CHM	CHM2210L.902	Weldegirma	E6		Custom-printed book with annual changes.
Tampa	AS	CHM	CHM2210L.903	Weldegirma	E6		Custom-printed book with annual changes.
Tampa	AS	CHM	CHM2210L.904	Weldegirma	E6		Custom-printed book with annual changes.
Tampa	AS	CHM	CHM2210L.905	Weldegirma	E6		Custom-printed book with annual changes.
Tampa	AS	CHM	CHM2210L.906	Weldegirma	E6		Custom-printed book with annual changes.
Tampa	AS	CHM	CHM2210L.907	Weldegirma	E6		Custom-printed book with annual changes.
Tampa	AS	CHM	CHM2210L.908	Weldegirma	E6		Custom-printed book with annual changes.
Tampa	AS	CHM	CHM2210L.909	Weldegirma	E6		Custom-printed book with annual changes.
Tampa	AS	CHM	CHM2210L.910	Weldegirma	E6		Custom-printed book with annual changes.
Tampa	AS	CHM	CHM2210L.911	Weldegirma	E6		Custom-printed book with annual changes.
Tampa	AS	CHM	CHM2210L.912	Weldegirma	E6		Custom-printed book with annual changes.
Tampa	AS	CHM	CHM2211L.001	Weldegirma	E6		Custom-printed book with annual changes.
Tampa	AS	CHM	CHM2211L.002	Weldegirma	E6		Custom-printed book with annual changes.
Tampa	AS	CHM	CHM2211L.003	Weldegirma	E6		Custom-printed book with annual changes.
Tampa	AS	CHM	CHM2211L.004	Weldegirma	E6		Custom-printed book with annual changes.
Tampa	AS	CHM	CHM2211L.005	Weldegirma	E6		Custom-printed book with annual changes.
Tampa	AS	CHM	CHM2211L.006	Weldegirma	E6		Custom-printed book with annual changes.
Tampa	AS	CHM	CHM2211L.007	Weldegirma	E6		Custom-printed book with annual changes.
Tampa	AS	CHM	CHM2211L.008	Weldegirma	E6		Custom-printed book with annual changes.
Tampa	AS	CHM	CHM2211L.009	Weldegirma	E6		Custom-printed book with annual changes.
Tampa	AS	CHM	CHM2211L.010	Weldegirma	E6		Custom-printed book with annual changes.
Tampa	AS	CHM	CHM2211L.011	Weldegirma	E6		Custom-printed book with annual changes.
Tampa	AS	CHM	CHM2211L.012	Weldegirma	E6		Custom-printed book with annual changes.
Tampa	AS	CHM	CHM2211L.013	Weldegirma	E6		Custom-printed book with annual changes.
Tampa	AS	CHM	CHM2211L.014	Weldegirma	E6		Custom-printed book with annual changes.
Tampa	AS	CHM	CHM2211L.015	Weldegirma	E6		Custom-printed book with annual changes.
Tampa	AS	CHM	CHM2211L.016	Weldegirma	E6		Custom-printed book with annual changes.
Tampa	AS	CHM	CHM2211L.017	Weldegirma	E6		Custom-printed book with annual changes.
Tampa	AS	CHM	CHM2211L.018	Weldegirma	E6		Custom-printed book with annual changes.
Tampa	AS	CHM	CHM2211L.019	Weldegirma	E6		Custom-printed book with annual changes.

Tampa	AS	CHM	CHM2211L.020	Weldegirma	E6		Custom-printed book with annual changes.
Tampa	AS	CHM	CHM2211L.021	Weldegirma	E6		Custom-printed book with annual changes.
Tampa	AS	CHM	CHM2211L.901	Weldegirma	E6		Custom-printed book with annual changes.
Tampa	AS	CHM	CHM2211L.902	Weldegirma	E6		Custom-printed book with annual changes.
Tampa	AS	CHM	CHM2211L.903	Weldegirma	E6		Custom-printed book with annual changes.
Tampa	AS	CHM	CHM2211L.904	Weldegirma	E6		Custom-printed book with annual changes.
Tampa	AS	CHM	CHM2211L.905	Weldegirma	E6		Custom-printed book with annual changes.
Tampa	AS	CHM	CHM2211L.906	Weldegirma	E6		Custom-printed book with annual changes.
Tampa	AS	CHM	CHM2211L.907	Weldegirma	E6		Custom-printed book with annual changes.
Tampa	AS	CHM	CHM2211L.908	Weldegirma	E6		Custom-printed book with annual changes.
Tampa	AS	CHM	CHM2211L.909	Weldegirma	E6		Custom-printed book with annual changes.
Tampa	AS	CHM	CHM2211L.910	Weldegirma	E6		Custom-printed book with annual changes.
Tampa	AS	CHM	CHM2211L.911	Weldegirma	E6		Custom-printed book with annual changes.
Tampa	AS	CHM	CHM2211L.912	Weldegirma	E6		Custom-printed book with annual changes.
Tampa	AS	COM	ADV4310.901	Ritter	E3		
Tampa	AS	ECN	ECO6005.030	Thomas	E1		
Tampa	AS	ENG	CRW6130.001	Fleming	E3		
Tampa	AS	ENG	ENL3332.001	Diecidue	E5		
Tampa	AS	ENG	LIT6934.009	Jones	E1		
Tampa	AS	HTY	AMH2010.002	Vickers	E1	x	
Tampa	AS	IGS	CPO6091.001	Reiter	E4		
Tampa	AS	IGS	INR3202.901	Roach	E3		
Tampa	AS	IGS	POS4624.002	Morehouse	E1	x	
Tampa	AS	IGS	POT3003.003	Samnotra	E1		
Tampa	AS	ISS	ISS3010.501	Contessa	E1	x	
Tampa	AS	LIS	LIS4029.720	Bennington	E6		
Tampa	AS	LIS	LIS6271.721	Gathegi	E3		
Tampa	AS	MTH	MAC1105.799	Hopf	E3		
Tampa	AS	MTH	MAC1147.001	Masagutova	E3		
Tampa	AS	MTH	MAC1147.799	Hopf	E3		
Tampa	AS	MTH	MAP2302.001	Kartsatos	E3		
Tampa	AS	MTH	MGF3301.001	Bieske	E3		
Tampa	AS	PSY	PPE4003.002	Goldenberg	E3		
Tampa	AS	PSY	PPE4003.002	Goldenberg	E3		
Tampa	AS	PSY	PSB3444.003	Hoffman	E3		
Tampa	AS	PSY	PSY3204.004	Talboy	E1		
Tampa	AS	SGS	ESC2000.002	Juster	E3		
Tampa	AS	SGS	ESC2000.003	Marshall	E3		
Tampa	AS	SGS	GIS4043C.001	Walton	E4		
Tampa	AS	SGS	GIS5049.001	Walton	E4		
Tampa	AS	SGS	GLY2051.797	Defant	E3		
Tampa	AS	SPE	COM3014.001	Swenson	E3		

Tampa	AS	SPE	COM3014.002	Swenson	E3		
Tampa	AS	SPE	SPC4431.002	Jorgenson	E3		
Tampa	AS	SPF	PAD3003.902	Verrill	E3		
Tampa	AS	WLE	LIN3010.002	Liu	E2		
Tampa	BA	ACC	ACG2071.001	Cainas	E3		
Tampa	BA	ACC	ACG2071.002	Cainas	E3		
Tampa	BA	ACC	ACG2071.003	Cainas	E3		
Tampa	BA	ACC	ACG2071.004	Cainas	E3		
Tampa	BA	ACC	ACG2071.005	Cainas	E3		
Tampa	BA	ACC	ACG2071.006	Cainas	E3		
Tampa	BA	ACC	ACG2071.007	Cainas	E3		
Tampa	BA	ACC	ACG2071.008	Cainas	E3		
Tampa	BA	ACC	ACG2071.020	Cainas	E3		
Tampa	BA	ACC	ACG3401.001	Davis	E4		
Tampa	BA	ACC	ACG4123.001	Smith	E3		
Tampa	BA	ACC	ACG4123.901	Smith	E3		
Tampa	BA	ACC	BUL3320.020	Myers	E3		
Tampa	BA	ACC	TAX6445.901	Laursen	E3		
Tampa	BA	ACC	TAX6445.901	Laursen	E3		
Tampa	BA	FIN	FIN3403.020	Smersh	E1		
Tampa	BA	FIN	FIN3604.001	Park	E2		
Tampa	BA	FIN	FIN3604.901	Park	E2		
Tampa	BA	FIN	FIN6416.901	Williams	E2		
Tampa	BA	FIN	FIN6465.901	Antia	E2		
Tampa	BA	FIN	FIN6466.901	Antia	E2		
Tampa	BA	FIN	FIN6515.901	Hunter	E2		
Tampa	BA	FIN	REE6045.901	Rutherford	E3		
Tampa	BA	MBA	BUL5842.020	Myers	E1	x	
Tampa	BA	MBA	BUL5842.300	Myers	E1	x	
Tampa	BA	MKT	ENT3003.020	Budd	E4		
Tampa	BA	MKT	ENT3003.021	Budd	E4		
Tampa	BA	MKT	GEB6445.901	Hanna	E3		
Tampa	BA	MKT	MAR4156.001	Solomon	E2		
Tampa	BA	MKT	MAR4213.001	Walsh	E1		
Tampa	BA	MKT	MAR4333.020	Lafferty	E3		
Tampa	BA	MKT	MAR6336.901	Plank	E3		
Tampa	BA	QMB	ISM3011.020	Warner	E3	x	
Tampa	BA	QMB	ISM3011.920	Warner	E3	x	
Tampa	BA	QMB	ISM6930.901	Zhang	E1	x	
Tampa	BA	QMB	MAN3240.001	Nord	E1	x	
Tampa	BA	QMB	MAN3301.002	Michaels	E1	x	
Tampa	BA	QMB	MAN3301.003	Michaels	E1	x	

Tampa	BC	CFS	RCS6476.901	Sheridan	E2		
Tampa	BC	CJP	CCJ3014.001	Cass	E1		
Tampa	BC	CJP	CJE4114.001	Bromley	E3		
Tampa	BC	CSD	INT3112.001	Thomas	E2		
Tampa	BC	CSD	SPA3004.002	Teegardin	E3		
Tampa	BC	CSD	SPA3030.002	Krause	E2		
Tampa	BC	SOK	SOW6368.002	Conforti-Brown	E1	x	
Tampa	ED	EDG	MHS6400.001	Davis	E3		
Tampa	ED	EDJ	HLP2081.798	Shimshock	E1		
Tampa	ED	EDJ	HUN2201.798	Aguilar	E1		
Tampa	ED	EDJ	HUN2201.799	Aguilar	E1		
Tampa	ED	EDJ	PEN2136.001	Dent	E1		
Tampa	ED	EDJ	PEN2136.002	Dent	E1		
Tampa	ED	EDK	EME6055.001	Park	E1	x	
Tampa	ED	EDX	TSL4080.001	Li	E1	x	
Tampa	ED	EDX	TSL4080.798	Hadid	E1	x	
Tampa	ED	EDX	TSL4080.799	Hadid	E1	x	
Tampa	ED	EEP	EDF3228.799	Mahoney	E1	x	
Tampa	ED	EEP	EDP3272.002	Just	E1	x	
Tampa	ED	LCA	EDA6232.001	Permuth	E3		
Tampa	ED	SAG	EDG6931.903	Denton	E3		
Tampa	ED	SAG	SDS6703.001	Briant	E2		
Tampa	EN	ECH	ECH3854.001	Pettit	E1	x	
Tampa	EN	EGE	EGN3373.001	Fehr	E3		
Tampa	EN	EGE	EGN3373.002	Fehr	E3		
Tampa	EN	EGE	EGN3373.003	Fehr	E3		
Tampa	EN	EGE	EGN3373.004	Fehr	E3		
Tampa	EN	EGE	EGN3373.005	Fehr	E3		
Tampa	EN	EGE	EGN3373.006	Fehr	E3		
Tampa	EN	EGE	EGN3373.007	Fehr	E3		
Tampa	EN	EGR	EGN3000L.802	Besterfield	E1		
Tampa	EN	EGR	EGN3000L.803	Besterfield	E1		
Tampa	EN	EGS	EIN4180.701	Schnitzler	E3		
Tampa	EN	EGS	EIN4180.901	Schnitzler	E3		
Tampa	EN	EGS	EIN5182.701	Schnitzler	E3		
Tampa	EN	EGS	EIN5182.901	Schnitzler	E3		
Tampa	EN	EGX	EGN3000L.003	Hopkins	E2	x	
Tampa	EN	EGX	EGN3000L.004	Hopkins	E2	x	
Tampa	EN	EGX	EGN3365.002	Sagues	E1	x	
Tampa	EN	EGX	EGN4454.001	Trout	E1	x	
Tampa	EN	EGX	EGN4454.002	Trout	E1	x	
Tampa	EN	ESB	CGS2060.001	Korzhova	E1		

Tampa	EN	ESB	COP2510.001	Small	E1		
Tampa	EN	ESB	COP2510.002	Small	E1		
Tampa	EN	ESB	COP2512.701	Gaspar	E1		
Tampa	EN	ESB	COP4931.701	Ventura	E3		
Tampa	EN	ESB	COT3100.901	Zhang	E2		
Tampa	EN	ESB	EGN3000L.007	Jeanty	E2		
Tampa	EN	ESB	EGN3000L.008	Jeanty	E2		
Tampa	FA	ARC	ARC5588.001	Hudson	E6	x	Consumable (includes turn-in pages), so cannot be resold or shared.
Tampa	FA	MUS	MUE4332.001	McCutchen	E1		
Tampa	FA	MUS	MUE7786.001	Fung	E3		
Tampa	FA	MUS	MUE7786.001	Fung	E3		
Tampa	FA	MUS	MUG3108.002	Dungee	E3		
Tampa	FA	MUS	MUS2201.001	Rain	E1		
Tampa	FA	MUS	MUS6793.001	Lee	E1		
Tampa	FA	MUS	MUT2642.701	Wilkins	E3		
Tampa-Health	MD	MSG	GMS6440.003	Yip	E4		
Tampa-Health	MD	MSG	GMS6440.004	Yip	E4		
Tampa-Health	MD	MSG	GMS6604.001	Dave	E4		
Tampa-Health	MD	MSG	GMS6706.003	Amin	E3		
Tampa-Health	MD	MSG	GMS6706.004	Amin	E3		
Tampa-Health	MD	MSG	GMS7930.004	Muffly	E4		
Tampa-Health	MD	MSG	GMS7930.005	Muffly	E4		
Tampa-Health	MD	MSG	GMS7930.030	Mclean	E3		
Tampa-Health	MD	MSG	HIM6320.001	Highland	E3		
Tampa-Health	MD	MSG	HIM6320.002	Highland	E3		
Tampa-Health	NR	NUR	NGR6301C.001	Kennel	E3		
Tampa-Health	NR	NUR	NGR6301C.002	Smith	E3		
Tampa-Health	NR	NUR	NGR6342.050	Gilmore	E3		
Tampa-Health	NR	NUR	NGR6713.050	Redding	E3		
Tampa-Health	NR	NUR	NGR6713.050	Redding	E3		
Tampa-Health	NR	NUR	NGR6713.050	Redding	E3		
Tampa-Health	NR	NUR	NSP4545.050	Burns	E3		
Tampa-Health	NR	NUR	NUR3678.050	Perl	E1		
Tampa-Health	NR	NUR	NUR4828C.050	Czerwinski	E1		
Tampa-Health	NR	NUR	NUR4828C.051	Katz	E1		
Tampa-Health	NR	NUR	NUR4828C.052	Neavins	E1		
Tampa-Health	PH	EOH	PHC6934.013	Wolfson	E2	x	
Tampa-Health	PH	EPB	PHC4030.310	Sanchez-Anguiano	E3		
Tampa-Health	PH	EPB	PHC6006.310	Sanchez-Anguiano	E6		
Tampa-Health	PH	HPM	PHC6180.001	Pruitt	E4		

***TAP Responses are informed explanations from a specialist with bookstore and publisher experience.**

Textbook Affordability Report

Course Section Variance

Fall 2017
Tampa Campus
General Education Courses
Required Materials

COURSE	COURSE SECTION	TITLE	MAX ENRL	PROFESSOR	TOTAL COST	AVG SECTION COST	TOTAL VARIANCE	PCT VAR	VAR RATING
ANT									
ANT2000	ANT2000.001	Introduction to Anthropology	47	Shakour	$89.95	$89.95	$0.00	0%	
	ANT2000.005	Introduction to Anthropology	47	Tricarico	$89.95	$89.95	$0.00	0%	
ANT2410	ANT2410.006	Cultural Anthropology	43	Napora	$66.95	$119.63	($52.68)	-79%	
	ANT2410.008	Cultural Anthropology	88	Ketcher	$81.35	$119.63	($38.28)	-47%	
	ANT2410.502	Cultural Anthropology	100	Ford	$284.95	$119.63	$165.32	58%	
	ANT2410.014	Cultural Anthropology	43	Deubel	$133.25	$119.63	$13.62	10%	
	ANT2410.013	Cultural Anthropology	43	Robinson	$81.35	$119.63	($38.28)	-47%	
	ANT2410.009	Cultural Anthropology	43	Leisinger	$81.35	$119.63	($38.28)	-47%	
	ANT2410.011	Cultural Anthropology	43	Jayaram	$152.80	$119.63	$33.17	22%	
	ANT2410.005	Cultural Anthropology	48	Rahman	$89.15	$119.63	($30.48)	-34%	
	ANT2410.004	Cultural Anthropology	82	Siven	$115.65	$119.63	($3.98)	-3%	
	ANT2410.003	Cultural Anthropology	88	Kadono	$81.35	$119.63	($38.28)	-47%	
	ANT2410.002	Cultural Anthropology	47	Taylor	$97.35	$119.63	($22.28)	-23%	
	ANT2410.001	Cultural Anthropology	100	Ford	$284.95	$119.63	$165.32	58%	
	ANT2410.010	Cultural Anthropology	47	Rahman	$89.15	$119.63	($30.48)	-34%	
	ANT2410.012	Cultural Anthropology	47	Napora	$66.95	$119.63	($52.68)	-79%	
	ANT2410.007	Cultural Anthropology	48	Caple	$87.90	$119.63	($31.73)	-36%	
ANT2511	ANT2511.004	Biological Anthropology	42	Hentschel-Fey	$164.05	$182.33	($18.28)	-11%	
	ANT2511.001	Biological Anthropology	46	Bethard	$200.60	$182.33	$18.28	9%	
ANT3101	ANT3101.003	Archaeology	45	Taylor	$108.95	$129.37	($20.42)	-19%	
	ANT3101.501	Archaeology	60	Pluckhahn	$187.95	$129.37	$58.58	31%	
	ANT3101.002	Archaeology	43	Taylor	$108.95	$129.37	($20.42)	-19%	
	ANT3101.001	Archaeology	47	Harke	$78.00	$129.37	($51.37)	-66%	
	ANT3101.005	Archaeology	43	Wallman	$163.00	$129.37	$33.63	21%	
ARC									
ARC2211	ARC2211.001	Intro to Architecture	250	Hudson	$137.85	$111.43	$26.43	19%	
	ARC2211.700	Intro to Architecture	250	Hudson	$85.00	$111.43	($26.43)	-31%	
ART									
ARH2000	ARH2000.001	Art and Culture	350	Slaughter	$147.35	$147.35	$0.00	0%	
ARH2050	ARH2050.901	History Of Visual Arts I	30	Merrill	$164.65	$164.65	$0.00	0%	
	ARH2050.902	History Of Visual Arts I	30	Merrill	$164.65	$164.65	$0.00	0%	

COURSE	COURSE SECTION	TITLE	MAX ENRL	PROFESSOR	TOTAL COST	AVG SECTION COST	TOTAL VARIANCE	PCT VAR	VAR RATING
ARH2050	ARH2050.905	History Of Visual Arts I	30	Merrill	$164.65	$164.65	$0.00	0%	
	ARH2050.906	History Of Visual Arts I	30	Merrill	$164.65	$164.65	$0.00	0%	
ARH2051	ARH2051.902	History Of Visual Arts II	30	Merrill	$206.00	$206.00	$0.00	0%	
	ARH2051.001	History Of Visual Arts II	30	Merrill	$206.00	$206.00	$0.00	0%	
ARH3001	ARH3001.798	Introduction To Art	150	Slaughter	$223.20	$223.20	$0.00	0%	
ART2201C	ART2201C.001	Concepts and Practices I	100	Cheatham	$26.95	$26.95	$0.00	0%	
BCM									
BSC1020	BSC1020.799	The Biology of Humans	340	Vaughn	$178.45	$178.45	$0.00	0%	
BSC2010	BSC2010.003	Bio I - Cellular Processes	240	Pollenz	$295.30	$300.97	($5.67)	-2%	
	BSC2010.005	Bio I - Cellular Processes	258	Upadhyaya	$312.30	$300.97	$11.33	4%	
	BSC2010.006	Bio I - Cellular Processes	40	Upadhyaya	$312.30	$300.97	$11.33	4%	
	BSC2010.007	Bio I - Cellular Processes	176	Brazelle	$295.30	$300.97	($5.67)	-2%	
	BSC2010.799	Bio I - Cellular Processes	100	Vaughn	$295.30	$300.97	($5.67)	-2%	
	BSC2010.001	Bio I - Cellular Processes	226	Rao	$295.30	$300.97	($5.67)	-2%	
BSC2085	BSC2085.003	Anatomy Phys I for Hlth Prof	11	Brazelle	$161.30	$161.30	$0.00	0%	
	BSC2085.002	Anatomy Phys I for Hlth Prof	253	Brazelle	$161.30	$161.30	$0.00	0%	
BSC2086	BSC2086.001	Anatomy Phys II for Hlth Prof	126	Sikorski	$232.60	$232.60	$0.00	0%	
BIN									
BSC1005	BSC1005.013	Biological Prin For Non-Majors	20	Osovitz	$117.50	$114.17	$3.33	3%	
	BSC1005.015	Biological Prin For Non-Majors	20	Osovitz	$117.50	$114.17	$3.33	3%	
	BSC1005.700	Biological Prin For Non-Majors	161	Rubelmann	$57.50	$114.17	($56.67)	-99%	
	BSC1005.022	Biological Prin For Non-Majors	20	Osovitz	$117.50	$114.17	$3.33	3%	
	BSC1005.021	Biological Prin For Non-Majors	20	Osovitz	$117.50	$114.17	$3.33	3%	
	BSC1005.016	Biological Prin For Non-Majors	20	Osovitz	$117.50	$114.17	$3.33	3%	
	BSC1005.017	Biological Prin For Non-Majors	20	Osovitz	$117.50	$114.17	$3.33	3%	
	BSC1005.020	Biological Prin For Non-Majors	20	Osovitz	$117.50	$114.17	$3.33	3%	
	BSC1005.011	Biological Prin For Non-Majors	20	Prevost	$117.50	$114.17	$3.33	3%	
	BSC1005.009	Biological Prin For Non-Majors	20	Prevost	$117.50	$114.17	$3.33	3%	
	BSC1005.005	Biological Prin For Non-Majors	20	Prevost	$117.50	$114.17	$3.33	3%	
	BSC1005.002	Biological Prin For Non-Majors	20	Prevost	$117.50	$114.17	$3.33	3%	
	BSC1005.001	Biological Prin For Non-Majors	20	Prevost	$117.50	$114.17	$3.33	3%	
	BSC1005.006	Biological Prin For Non-Majors	20	Prevost	$117.50	$114.17	$3.33	3%	
	BSC1005.014	Biological Prin For Non-Majors	20	Osovitz	$117.50	$114.17	$3.33	3%	
	BSC1005.019	Biological Prin For Non-Majors	20	Osovitz	$117.50	$114.17	$3.33	3%	
	BSC1005.003	Biological Prin For Non-Majors	20	Prevost	$117.50	$114.17	$3.33	3%	
	BSC1005.010	Biological Prin For Non-Majors	20	Prevost	$117.50	$114.17	$3.33	3%	
BSC2011	BSC2011.004	Bio II - Biological Diversity	300	Begin	$355.30	$304.13	$51.18	14%	
	BSC2011.005	Bio II - Biological Diversity	43	Richards	$295.30	$304.13	($8.83)	-3%	

COURSE	COURSE SECTION	TITLE	MAX ENRL	PROFESSOR	TOTAL COST	AVG SECTION COST	TOTAL VARIANCE	PCT VAR	VAR RATING
BSC2011	BSC2011.006	Bio II - Biological Diversity	90	Dasso	$210.60	$304.13	($93.53)	-44%	
	BSC2011.001	Bio II - Biological Diversity	412	Rubelmann	$355.30	$304.13	$51.18	14%	
BSC2050	BSC2050.002	Environment	24	Scott	$154.60	$195.13	($40.53)	-26%	
	BSC2050.003	Environment	100	Rubelmann	$235.65	$195.13	$40.53	17%	
CHM									
CHM2020	CHM2020.001	Chem for Liberal Studies I	100	Johnston	$161.80	$161.80	$0.00	0%	
CHM2045	CHM2045.008	General Chemistry I	250	Cruz	$459.65	$459.65	$0.00	0%	
	CHM2045.004	General Chemistry I	250	Bryant	$459.65	$459.65	$0.00	0%	
	CHM2045.002	General Chemistry I	250	Zhang	$459.65	$459.65	$0.00	0%	
	CHM2045.006	General Chemistry I	250	Ratliff	$459.65	$459.65	$0.00	0%	
	CHM2045.005	General Chemistry I	250	Anderson	$459.65	$459.65	$0.00	0%	
	CHM2045.001	General Chemistry I	250	Ratliff	$459.65	$459.65	$0.00	0%	
	CHM2045.007	General Chemistry I	250	Cruz	$459.65	$459.65	$0.00	0%	
	CHM2045.003	General Chemistry I	250	Zhang	$459.65	$459.65	$0.00	0%	
CHM2046	CHM2046.001	General Chemistry II	260	Lewis	$433.95	$433.95	$0.00	0%	
	CHM2046.901	General Chemistry II	260	Figueroa	$433.95	$433.95	$0.00	0%	
	CHM2046.002	General Chemistry II	260	Ratliff	$433.95	$433.95	$0.00	0%	
CJP									
CCJ3014	CCJ3014.001	Crime and Justice in America	350	Heide	$182.85	$182.85	$0.00	0%	
CLA									
CLA3103	CLA3103.002	Daily Life in Ancient Greece	25	Manolaraki	$39.95	$39.95	$0.00	0%	
	CLA3103.001	Daily Life in Ancient Greece	100	Manolaraki	$39.95	$39.95	$0.00	0%	
CLT3370	CLT3370.001	Gods, Heroes, and Monsters	125	Hedrick	$117.95	$117.95	$0.00	0%	
	CLT3370.002	Gods, Heroes, and Monsters	25	Hedrick	$117.95	$117.95	$0.00	0%	
COM									
MMC3602	MMC3602.001	Mass Communication and Society	367	Garcia	$145.00	$145.00	$0.00	0%	
ECN									
ECO1000	ECO1000.001	Basic Economics	40	Rincon De Mun	$164.15	$164.15	$0.00	0%	
ECO2013	ECO2013.903	Econ Princpl (Macroeconomics)	47	Coleman	$260.20	$239.89	$20.31	8%	
	ECO2013.904	Econ Princpl (Macroeconomics)	47	Perk	$260.20	$239.89	$20.31	8%	
	ECO2013.002	Econ Princpl (Macroeconomics)	38	Rincon De Mun	$203.95	$239.89	($35.94)	-18%	
	ECO2013.001	Econ Princpl (Macroeconomics)	45	Hornung	$260.20	$239.89	$20.31	8%	
	ECO2013.902	Econ Princpl (Macroeconomics)	85	Rincon De Mun	$260.20	$239.89	$20.31	8%	
	ECO2013.701	Econ Princpl (Macroeconomics)	400	Criss	$133.70	$239.89	($106.19)	-79%	
	ECO2013.003	Econ Princpl (Macroeconomics)	48	Petrova	$260.20	$239.89	$20.31	8%	
	ECO2013.005	Econ Princpl (Macroeconomics)	48	Qadimi Rabban	$260.20	$239.89	$20.31	8%	
	ECO2013.004	Econ Princpl (Macroeconomics)	64	Hornung	$260.20	$239.89	$20.31	8%	

COURSE	COURSE SECTION	TITLE	MAX ENRL	PROFESSOR	TOTAL COST	AVG SECTION COST	TOTAL VARIANCE	PCT VAR	VAR RATING
EGS									
EGN3615	EGN3615.701	Engr Econ Social/Global Impltn	175	Weng	$165.90	$165.90	$0.00	0%	
	EGN3615.901	Engr Econ Social/Global Impltn	140	Schnitzler	$165.90	$165.90	$0.00	0%	
EGS3720	EGS3720.702	Globalization & Technology	25	Anzalone	$163.40	$175.55	($12.15)	-7%	
	EGS3720.001	Globalization & Technology	75	Schnitzler	$187.70	$175.55	$12.15	6%	
	EGS3720.002	Globalization & Technology	75	Anzalone	$163.40	$175.55	($12.15)	-7%	
	EGS3720.701	Globalization & Technology	25	Schnitzler	$187.70	$175.55	$12.15	6%	
ENG									
ENC1101	ENC1101.125	Composition I	22	Theodosiou	$50.50	$50.50	$0.00	0%	
	ENC1101.150	Composition I	22	Basil	$50.50	$50.50	$0.00	0%	
	ENC1101.027	Composition I	22	Johnson	$50.50	$50.50	$0.00	0%	
	ENC1101.017	Composition I	22	Williams	$50.50	$50.50	$0.00	0%	
	ENC1101.019	Composition I	22	Collins	$50.50	$50.50	$0.00	0%	
	ENC1101.011	Composition I	11	Josue	$50.50	$50.50	$0.00	0%	
	ENC1101.021	Composition I	22	Gottlieb	$50.50	$50.50	$0.00	0%	
	ENC1101.008	Composition I	22	Gottlieb	$50.50	$50.50	$0.00	0%	
	ENC1101.010	Composition I	22	Gill	$50.50	$50.50	$0.00	0%	
	ENC1101.016	Composition I	22	Williams	$50.50	$50.50	$0.00	0%	
	ENC1101.110	Composition I	22	Johnson	$50.50	$50.50	$0.00	0%	
	ENC1101.114	Composition I	22	Smith	$50.50	$50.50	$0.00	0%	
	ENC1101.115	Composition I	22	Gottlieb	$50.50	$50.50	$0.00	0%	
	ENC1101.120	Composition I	22	Basil	$50.50	$50.50	$0.00	0%	
	ENC1101.035	Composition I	22	Diederich	$50.50	$50.50	$0.00	0%	
	ENC1101.127	Composition I	22	Basil	$50.50	$50.50	$0.00	0%	
	ENC1101.109	Composition I	22	Williams	$50.50	$50.50	$0.00	0%	
	ENC1101.147	Composition I	22	Miller	$50.50	$50.50	$0.00	0%	
	ENC1101.701	Composition I	22	Hanson	$50.50	$50.50	$0.00	0%	
	ENC1101.700	Composition I	22	Jewell	$50.50	$50.50	$0.00	0%	
	ENC1101.007	Composition I	22	Gottlieb	$50.50	$50.50	$0.00	0%	
	ENC1101.116	Composition I	22	Ring	$50.50	$50.50	$0.00	0%	
	ENC1101.058	Composition I	22	Bennington	$50.50	$50.50	$0.00	0%	
	ENC1101.022	Composition I	22	Williams	$50.50	$50.50	$0.00	0%	
	ENC1101.702	Composition I	22	Hanson	$50.50	$50.50	$0.00	0%	
	ENC1101.032	Composition I	22	Miller	$50.50	$50.50	$0.00	0%	
	ENC1101.042	Composition I	22	Jewell	$50.50	$50.50	$0.00	0%	
	ENC1101.044	Composition I	22	Basil	$50.50	$50.50	$0.00	0%	
	ENC1101.043	Composition I	22	Gottlieb	$50.50	$50.50	$0.00	0%	
	ENC1101.037	Composition I	22	Collins	$50.50	$50.50	$0.00	0%	

COURSE	COURSE SECTION	TITLE	MAX ENRL	PROFESSOR	TOTAL COST	AVG SECTION COST	TOTAL VARIANCE	PCT VAR	VAR RATING
ENC1101	ENC1101.046	Composition I	22	Basil	$50.50	$50.50	$0.00	0%	
	ENC1101.049	Composition I	22	Campbell	$50.50	$50.50	$0.00	0%	
	ENC1101.040	Composition I	22	Martin	$50.50	$50.50	$0.00	0%	
	ENC1101.056	Composition I	11	Bennington	$50.50	$50.50	$0.00	0%	
	ENC1101.005	Composition I	22	Basil	$50.50	$50.50	$0.00	0%	
	ENC1101.031	Composition I	22	Basil	$50.50	$50.50	$0.00	0%	
	ENC1101.062	Composition I	22	Williams	$50.50	$50.50	$0.00	0%	
	ENC1101.006	Composition I	22	Hanson	$50.50	$50.50	$0.00	0%	
	ENC1101.060	Composition I	22	Bennington	$50.50	$50.50	$0.00	0%	
	ENC1101.012	Composition I	22	Ruso	$50.50	$50.50	$0.00	0%	
	ENC1101.041	Composition I	22	Williams	$50.50	$50.50	$0.00	0%	
	ENC1101.063	Composition I	22	Gottlieb	$50.50	$50.50	$0.00	0%	
	ENC1101.001	Composition I	11	Josue	$50.50	$50.50	$0.00	0%	
	ENC1101.003	Composition I	22	Gottlieb	$50.50	$50.50	$0.00	0%	
	ENC1101.053	Composition I	11	Theodosiou	$50.50	$50.50	$0.00	0%	
	ENC1101.097	Composition I	22	Barrett	$50.50	$50.50	$0.00	0%	
	ENC1101.095	Composition I	22	Martin	$50.50	$50.50	$0.00	0%	
	ENC1101.082	Composition I	22	Williams	$50.50	$50.50	$0.00	0%	
	ENC1101.093	Composition I	22	Basil	$50.50	$50.50	$0.00	0%	
	ENC1101.091	Composition I	22	Williams	$50.50	$50.50	$0.00	0%	
	ENC1101.088	Composition I	22	Gottlieb	$50.50	$50.50	$0.00	0%	
	ENC1101.102	Composition I	22	Basil	$50.50	$50.50	$0.00	0%	
	ENC1101.083	Composition I	22	Basil	$50.50	$50.50	$0.00	0%	
	ENC1101.079	Composition I	22	Basil	$50.50	$50.50	$0.00	0%	
	ENC1101.020	Composition I	22	Smith	$50.50	$50.50	$0.00	0%	
	ENC1101.076	Composition I	22	Gottlieb	$50.50	$50.50	$0.00	0%	
	ENC1101.075	Composition I	22	Miller	$50.50	$50.50	$0.00	0%	
	ENC1101.039	Composition I	22	Ruso	$50.50	$50.50	$0.00	0%	
	ENC1101.903	Composition I	22	Bennington	$50.50	$50.50	$0.00	0%	
	ENC1101.070	Composition I	22	Coder	$50.50	$50.50	$0.00	0%	
	ENC1101.064	Composition I	11	Bennington	$50.50	$50.50	$0.00	0%	
	ENC1101.904	Composition I	22	Barrett	$50.50	$50.50	$0.00	0%	
	ENC1101.145	Composition I	22	Basil	$50.50	$50.50	$0.00	0%	
	ENC1101.071	Composition I	22	Basil	$50.50	$50.50	$0.00	0%	
	ENC1101.065	Composition I	22	Williams	$50.50	$50.50	$0.00	0%	
	ENC1101.902	Composition I	22	Bennington	$50.50	$50.50	$0.00	0%	
	ENC1101.103	Composition I	22	Basil	$50.50	$50.50	$0.00	0%	
	ENC1101.069	Composition I	11	Theodosiou	$50.50	$50.50	$0.00	0%	

COURSE	COURSE SECTION	TITLE	MAX ENRL	PROFESSOR	TOTAL COST	AVG SECTION COST	TOTAL VARIANCE	PCT VAR	VAR RATING
ENC1101	ENC1101.066	Composition I	22	Williams	$50.50	$50.50	$0.00	0%	
	ENC1101.906	Composition I	22	Khawaja	$50.50	$50.50	$0.00	0%	
ENC1102	ENC1102.013	Composition II	22	Gazzardi	$53.40	$53.40	$0.00	0%	
	ENC1102.902	Composition II	22	Townsend	$53.40	$53.40	$0.00	0%	
	ENC1102.707	Composition II	22	Jones	$53.40	$53.40	$0.00	0%	
	ENC1102.708	Composition II	22	Jones	$53.40	$53.40	$0.00	0%	
	ENC1102.709	Composition II	22	Thornton	$53.40	$53.40	$0.00	0%	
	ENC1102.712	Composition II	22	Gaspar	$53.40	$53.40	$0.00	0%	
	ENC1102.714	Composition II	22	Nusspickel	$53.40	$53.40	$0.00	0%	
	ENC1102.713	Composition II	22	Drugan	$53.40	$53.40	$0.00	0%	
	ENC1102.904	Composition II	22	Nusspickel	$53.40	$53.40	$0.00	0%	
	ENC1102.711	Composition II	22	Thornton	$53.40	$53.40	$0.00	0%	
	ENC1102.905	Composition II	22	Bolt	$53.40	$53.40	$0.00	0%	
	ENC1102.066	Composition II	22	Uddin	$53.40	$53.40	$0.00	0%	
	ENC1102.010	Composition II	22	Pernicano	$53.40	$53.40	$0.00	0%	
	ENC1102.009	Composition II	22	Ring	$53.40	$53.40	$0.00	0%	
	ENC1102.007	Composition II	22	Drugan	$53.40	$53.40	$0.00	0%	
	ENC1102.006	Composition II	22	Ring	$53.40	$53.40	$0.00	0%	
	ENC1102.003	Composition II	22	Changamire	$53.40	$53.40	$0.00	0%	
	ENC1102.014	Composition II	22	Uddin	$53.40	$53.40	$0.00	0%	
	ENC1102.018	Composition II	22	Ip	$53.40	$53.40	$0.00	0%	
	ENC1102.706	Composition II	22	Lance	$53.40	$53.40	$0.00	0%	
	ENC1102.715	Composition II	22	Alcorn	$53.40	$53.40	$0.00	0%	
	ENC1102.019	Composition II	22	Changamire	$53.40	$53.40	$0.00	0%	
	ENC1102.703	Composition II	22	Fischer	$53.40	$53.40	$0.00	0%	
	ENC1102.002	Composition II	22	Gazzardi	$53.40	$53.40	$0.00	0%	
	ENC1102.028	Composition II	22	Ip	$53.40	$53.40	$0.00	0%	
	ENC1102.011	Composition II	22	Ricketts	$53.40	$53.40	$0.00	0%	
	ENC1102.702	Composition II	22	Fischer	$53.40	$53.40	$0.00	0%	
	ENC1102.044	Composition II	22	Bolt	$53.40	$53.40	$0.00	0%	
	ENC1102.042	Composition II	22	Coder	$53.40	$53.40	$0.00	0%	
	ENC1102.040	Composition II	22	Carr	$53.40	$53.40	$0.00	0%	
	ENC1102.035	Composition II	22	Uddin	$53.40	$53.40	$0.00	0%	
	ENC1102.027	Composition II	22	Pernicano	$53.40	$53.40	$0.00	0%	
	ENC1102.025	Composition II	22	Pernicano	$53.40	$53.40	$0.00	0%	
	ENC1102.026	Composition II	22	Diederich	$53.40	$53.40	$0.00	0%	
	ENC1102.020	Composition II	22	Bolt	$53.40	$53.40	$0.00	0%	
	ENC1102.068	Composition II	22	Missler	$53.40	$53.40	$0.00	0%	

COURSE	COURSE SECTION	TITLE	MAX ENRL	PROFESSOR	TOTAL COST	AVG SECTION COST	TOTAL VARIANCE	PCT VAR	VAR RATING
ENC1102	ENC1102.023	Composition II	22	Coder	$53.40	$53.40	$0.00	0%	
	ENC1102.067	Composition II	22	Penuliar	$53.40	$53.40	$0.00	0%	
	ENC1102.701	Composition II	22	Alcorn	$53.40	$53.40	$0.00	0%	
	ENC1102.031	Composition II	22	Ruso	$53.40	$53.40	$0.00	0%	
	ENC1102.030	Composition II	22	Diederich	$53.40	$53.40	$0.00	0%	
	ENC1102.070	Composition II	22	Fennell	$53.40	$53.40	$0.00	0%	
	ENC1102.069	Composition II	22	Fennell	$53.40	$53.40	$0.00	0%	
	ENC1102.063	Composition II	22	Fennell	$53.40	$53.40	$0.00	0%	
	ENC1102.059	Composition II	22	Uddin	$53.40	$53.40	$0.00	0%	
	ENC1102.058	Composition II	22	Ruso	$53.40	$53.40	$0.00	0%	
	ENC1102.057	Composition II	22	Fennell	$53.40	$53.40	$0.00	0%	
	ENC1102.056	Composition II	22	Carr	$53.40	$53.40	$0.00	0%	
	ENC1102.053	Composition II	22	Ring	$53.40	$53.40	$0.00	0%	
ENL3334	ENL3334.001	Shakespeare Hist. Perspective	30	Diecidue	$113.00	$113.00	$0.00	0%	
LIT2000	LIT2000.008	Introduction to Literature	25	Kolba	$45.85	$71.46	($25.61)	-56%	
	LIT2000.019	Introduction to Literature	25	Fawver	$35.00	$71.46	($36.46)	-104%	
	LIT2000.015	Introduction to Literature	25	Van Winkle	$101.60	$71.46	$30.14	30%	
	LIT2000.017	Introduction to Literature	25	Childs	$33.00	$71.46	($38.46)	-117%	
	LIT2000.005	Introduction to Literature	25	Fox	$39.70	$71.46	($31.76)	-80%	
	LIT2000.012	Introduction to Literature	25	Penuliar	$130.25	$71.46	$58.79	45%	
	LIT2000.013	Introduction to Literature	25	Tootalian	$31.00	$71.46	($40.46)	-131%	
	LIT2000.011	Introduction to Literature	25	Le Van	$85.30	$71.46	$13.84	16%	
	LIT2000.010	Introduction to Literature	25	Cendrowski	$42.90	$71.46	($28.56)	-67%	
	LIT2000.009	Introduction to Literature	25	Jackson	$122.90	$71.46	$51.44	42%	
	LIT2000.007	Introduction to Literature	25	Curran	$51.50	$71.46	($19.96)	-39%	
	LIT2000.002	Introduction to Literature	25	Cook	$30.00	$71.46	($41.46)	-138%	
	LIT2000.006	Introduction to Literature	25	Ricketts	$40.00	$71.46	($31.46)	-79%	
	LIT2000.701	Introduction to Literature	25	Wilson	$86.80	$71.46	$15.34	18%	
	LIT2000.018	Introduction to Literature	25	Le Van	$85.30	$71.46	$13.84	16%	
	LIT2000.004	Introduction to Literature	25	Kolba	$45.85	$71.46	($25.61)	-56%	
	LIT2000.014	Introduction to Literature	25	Tivnan	$115.80	$71.46	$44.34	38%	
	LIT2000.016	Introduction to Literature	25	McAdams	$102.90	$71.46	$31.44	31%	
	LIT2000.704	Introduction to Literature	25	Patterson	$86.80	$71.46	$15.34	18%	
	LIT2000.001	Introduction to Literature	25	Neumeister	$101.65	$71.46	$30.19	30%	
	LIT2000.702	Introduction to Literature	25	Stowe	$40.95	$71.46	($30.51)	-75%	
	LIT2000.020	Introduction to Literature	25	Wholuba	$86.65	$71.46	$15.19	18%	
	LIT2000.700	Introduction to Literature	25	Wilson	$86.80	$71.46	$15.34	18%	
	LIT2000.021	Introduction to Literature	25	Wholuba	$86.65	$71.46	$15.19	18%	

COURSE	COURSE SECTION	TITLE	MAX ENRL	PROFESSOR	TOTAL COST	AVG SECTION COST	TOTAL VARIANCE	PCT VAR	VAR RATING
LIT2030	LIT2030.002	Introduction to Poetry	25	Kicak	$29.95	$29.95	$0.00	0%	
ESB									
CGS2060	CGS2060.001	Intro to Computer Programming	75	Korzhova	$45.00	$45.00	$0.00	0%	
CGS2094	CGS2094.001	Cyber Ethics	100	Jeanty	$120.40	$120.40	$0.00	0%	
ESF									
EDF3514	EDF3514.001	History of Education in the US	35	Rowland	$171.00	$171.00	$0.00	0%	
FIN									
FIN2100	FIN2100.001	Personal Finance	47	Mattia	$120.00	$120.00	$0.00	0%	
GEY									
GEY2000	GEY2000.003	Introduction to Aging Sciences	100	June	$75.00	$75.00	$0.00	0%	
GEY3625	GEY3625.700	Sociological Aspects of Aging	100	Stanback	$95.00	$95.00	$0.00	0%	
GEY4612	GEY4612.003	Psychology of Aging	25	Smith	$341.80	$341.80	$0.00	0%	
	GEY4612.901	Psychology of Aging	40	Pappas	$341.80	$341.80	$0.00	0%	
	GEY4612.001	Psychology of Aging	20	Sadeq	$341.80	$341.80	$0.00	0%	
	GEY4612.005	Psychology of Aging	20	Fausto	$341.80	$341.80	$0.00	0%	
GEY4641	GEY4641.001	Death and Dying	50	Dobbs	$159.15	$159.15	$0.00	0%	
	GEY4641.901	Death and Dying	30	Etten	$159.15	$159.15	$0.00	0%	
HCS									
AMS2270	AMS2270.038	20th Century American Culture	17	Desantis	$48.00	$33.56	$14.44	30%	
	AMS2270.046	20th Century American Culture	35	Desantis	$48.00	$33.56	$14.44	30%	
	AMS2270.004	20th Century American Culture	17	Melko	$24.00	$33.56	($9.56)	-40%	
	AMS2270.017	20th Century American Culture	6	Melko	$24.00	$33.56	($9.56)	-40%	
	AMS2270.020	20th Century American Culture	7	Beeler	$31.00	$33.56	($2.56)	-8%	
	AMS2270.022	20th Century American Culture	7	Desantis	$48.00	$33.56	$14.44	30%	
	AMS2270.026	20th Century American Culture	7	Beeler	$31.00	$33.56	($2.56)	-8%	
	AMS2270.039	20th Century American Culture	17	Melko	$24.00	$33.56	($9.56)	-40%	
	AMS2270.025	20th Century American Culture	7	Melko	$24.00	$33.56	($9.56)	-40%	
FIL1002	FIL1002.001	Introduction to Film Studies	70	Ferguson	$193.00	$193.00	$0.00	0%	
HUM1020	HUM1020.008	Introduction to Humanities	100	Berish	$50.65	$94.73	($44.08)	-87%	
	HUM1020.004	Introduction to Humanities	200	Rinck	$138.80	$94.73	$44.08	32%	
HUM2230	HUM2230.010	Renaissance - 20th Century	45	Goldberg	$295.80	$295.80	$0.00	0%	
HON									
IDH2010	IDH2010.031	Acquisition Of Knowledge	19	Stroop	$51.00	$30.50	$20.50	40%	
	IDH2010.011	Acquisition Of Knowledge	19	Mccreery	$11.00	$30.50	($19.50)	-177%	
	IDH2010.012	Acquisition Of Knowledge	19	Mccreery	$11.00	$30.50	($19.50)	-177%	
	IDH2010.010	Acquisition Of Knowledge	19	Mccreery	$11.00	$30.50	($19.50)	-177%	

COURSE	COURSE SECTION	TITLE	MAX ENRL	PROFESSOR	TOTAL COST	AVG SECTION COST	TOTAL VARIANCE	PCT VAR	VAR RATING
IDH2010	IDH2010.024	Acquisition Of Knowledge	19	Castricone	$36.00	$30.50	$5.50	15%	
	IDH2010.002	Acquisition Of Knowledge	19	Mccreery	$11.00	$30.50	($19.50)	-177%	
	IDH2010.027	Acquisition Of Knowledge	19	Castricone	$36.00	$30.50	$5.50	15%	
	IDH2010.030	Acquisition Of Knowledge	19	Stroop	$51.00	$30.50	$20.50	40%	
	IDH2010.023	Acquisition Of Knowledge	19	Castricone	$36.00	$30.50	$5.50	15%	
	IDH2010.029	Acquisition Of Knowledge	19	Stroop	$51.00	$30.50	$20.50	40%	
IDH3100	IDH3100.008	Arts/Humanities Honors	19	Wilkins	$34.95	$34.95	$0.00	0%	
	IDH3100.005	Arts/Humanities Honors	15	Tamang	$43.95	$34.95	$9.00	20%	
	IDH3100.007	Arts/Humanities Honors	19	Johnson	$25.95	$34.95	($9.00)	-35%	
IDH3350	IDH3350.005	Natural Sciences Honors	19	Nkhoma	$162.50	$149.67	$12.83	8%	
	IDH3350.008	Natural Sciences Honors	15	Nkhoma	$162.50	$149.67	$12.83	8%	
IDH3400	IDH3400.005	Soc/Behavioral Sciences Honors	19	Whiteford	$76.85	$109.10	($32.25)	-42%	
	IDH3400.009	Soc/Behavioral Sciences Honors	19	Singh	$66.90	$109.10	($42.20)	-63%	
	IDH3400.002	Soc/Behavioral Sciences Honors	19	Turner	$19.00	$109.10	($90.10)	-474%	
	IDH3400.001	Soc/Behavioral Sciences Honors	19	James	$363.20	$109.10	$254.10	70%	
	IDH3400.003	Soc/Behavioral Sciences Honors	19	Singh	$66.90	$109.10	($42.20)	-63%	
	IDH3400.004	Soc/Behavioral Sciences Honors	19	Malmberg	$105.95	$109.10	($3.15)	-3%	
	IDH3400.007	Soc/Behavioral Sciences Honors	19	Bush	$64.90	$109.10	($44.20)	-68%	
IDH3600	IDH3600.004	Seminar In Applied Ethics	19	Young	$35.00	$78.88	($43.88)	-125%	
	IDH3600.003	Seminar In Applied Ethics	19	Diamond	$41.95	$78.88	($36.93)	-88%	
	IDH3600.001	Seminar In Applied Ethics	19	Romano	$159.70	$78.88	$80.82	51%	
IDH4200	IDH4200.006	Geographic Perspectives Honors	19	Stroop	$211.95	$77.28	$134.67	64%	
	IDH4200.005	Geographic Perspectives Honors	19	Singh	$124.50	$77.28	$47.22	38%	
	IDH4200.009	Geographic Perspectives Honors	19	Erben	$17.00	$77.28	($60.28)	-355%	
	IDH4200.016	Geographic Perspectives Honors	9	Ben-Herut	$17.00	$77.28	($60.28)	-355%	
	IDH4200.015	Geographic Perspectives Honors	19	Davidson	$20.00	$77.28	($57.28)	-286%	
	IDH4200.010	Geographic Perspectives Honors	19	Jawad	$63.50	$77.28	($13.78)	-22%	
	IDH4200.001	Geographic Perspectives Honors	19	Sakai	$63.95	$77.28	($13.33)	-21%	
	IDH4200.002	Geographic Perspectives Honors	19	Bessant	$14.95	$77.28	($62.33)	-417%	
	IDH4200.007	Geographic Perspectives Honors	19	Tamang	$74.95	$77.28	($2.33)	-3%	
	IDH4200.004	Geographic Perspectives Honors	19	Bush	$165.00	$77.28	$87.72	53%	
HTY									
AMH2010	AMH2010.011	American History I	55	Vickers	$76.60	$76.60	$0.00	0%	
	AMH2010.008	American History I	55	Vickers	$76.60	$76.60	$0.00	0%	
AMH2020	AMH2020.010	American History II	13	Brown	$97.30	$97.30	$0.00	0%	
	AMH2020.024	American History II	14	Taylor	$97.30	$97.30	$0.00	0%	
	AMH2020.012	American History II	7	Brown	$97.30	$97.30	$0.00	0%	
	AMH2020.018	American History II	13	Corbett	$97.30	$97.30	$0.00	0%	

COURSE	COURSE SECTION	TITLE	MAX ENRL	PROFESSOR	TOTAL COST	AVG SECTION COST	TOTAL VARIANCE	PCT VAR	VAR RATING
AMH2020	AMH2020.019	American History II	7	Corbett	$97.30	$97.30	$0.00	0%	
	AMH2020.025	American History II	7	Taylor	$97.30	$97.30	$0.00	0%	
EUH2011	EUH2011.003	Ancient History I	90	Murray	$23.00	$23.00	$0.00	0%	
EUH2012	EUH2012.005	Ancient History II	35	Cali	$66.95	$66.95	$0.00	0%	
EUH2022	EUH2022.006	The Medieval West	43	Britt	$105.70	$105.70	$0.00	0%	
IGS									
AFA2000	AFA2000.798	Intro to the Black Experience	90	Lahey	$63.00	$52.97	$10.03	16%	
	AFA2000.799	Intro to the Black Experience	90	Lahey	$63.00	$52.97	$10.03	16%	
	AFA2000.003	Intro to the Black Experience	74	Ponton	$32.90	$52.97	($20.07)	-61%	
AMH3571	AMH3571.700	African Amer History to 1865	55	Lahey	$121.50	$121.50	$0.00	0%	
AMS3700	AMS3700.001	Racism in American Society	50	Ponton	$27.00	$27.00	$0.00	0%	
POS2041	POS2041.901	American National Government	300	Merrick	$100.00	$154.43	($54.43)	-54%	
	POS2041.001	American National Government	47	Barrick	$208.85	$154.43	$54.43	26%	
SPC3710	SPC3710.002	Communication & Diversity	30	James	$151.20	$142.70	$8.50	6%	
ISS									
STA2122	STA2122.003	Social Science Statistics	48	Zeller	$88.00	$100.63	($12.63)	-14%	
	STA2122.005	Social Science Statistics	55	Cooper	$88.00	$100.63	($12.63)	-14%	
	STA2122.001	Social Science Statistics	55	Zeller	$88.00	$100.63	($12.63)	-14%	
	STA2122.501	Social Science Statistics	165	Toothman	$116.00	$100.63	$15.38	13%	
	STA2122.004	Social Science Statistics	55	Zeller	$88.00	$100.63	($12.63)	-14%	
	STA2122.006	Social Science Statistics	55	Tegegne	$122.00	$100.63	$21.38	18%	
	STA2122.007	Social Science Statistics	48	Toothman	$116.00	$100.63	$15.38	13%	
	STA2122.002	Social Science Statistics	55	Engelman	$99.00	$100.63	($1.63)	-2%	
LIS									
LIS2005	LIS2005.722	Library & Internet Res Skills	30	Cox	$64.00	$64.00	$0.00	0%	
	LIS2005.721	Library & Internet Res Skills	30	Cox	$64.00	$64.00	$0.00	0%	
	LIS2005.723	Library & Internet Res Skills	30	Cox	$64.00	$64.00	$0.00	0%	
MSC									
OCE2001	OCE2001.634	Introduction to Oceanography	47	Greely	$227.85	$197.85	$30.00	13%	
	OCE2001.650	Introduction to Oceanography	260	Naar	$167.85	$197.85	($30.00)	-18%	
MTH									
MAC1105	MAC1105.001	College Algebra	188	Rothstein	$267.85	$261.18	$6.67	2%	
	MAC1105.002	College Algebra	188	Lappano	$267.85	$261.18	$6.67	2%	
	MAC1105.003	College Algebra	175	Grupchev	$267.85	$261.18	$6.67	2%	
	MAC1105.005	College Algebra	175	Rothstein	$267.85	$261.18	$6.67	2%	
	MAC1105.011	College Algebra	60	Bagherian	$267.85	$261.18	$6.67	2%	
	MAC1105.799	College Algebra	10	Hopf	$207.85	$261.18	($53.33)	-26%	

COURSE	COURSE SECTION	TITLE	MAX ENRL	PROFESSOR	TOTAL COST	AVG SECTION COST	TOTAL VARIANCE	PCT VAR	VAR RATING
MAC1105	MAC1105.901	College Algebra	54	Centner	$267.85	$261.18	$6.67	2%	
	MAC1105.004	College Algebra	188	Grupchev	$267.85	$261.18	$6.67	2%	
	MAC1105.006	College Algebra	155	Sanders	$267.85	$261.18	$6.67	2%	
MAC1147	MAC1147.002	Precalc Algebra/Trigonometry	162	Connelly	$250.00	$245.79	$4.22	2%	
	MAC1147.009	Precalc Algebra/Trigonometry	165	McWaters	$250.00	$245.79	$4.22	2%	
	MAC1147.001	Precalc Algebra/Trigonometry	162	Connelly	$250.00	$245.79	$4.22	2%	
	MAC1147.004	Precalc Algebra/Trigonometry	320	Ratti	$250.00	$245.79	$4.22	2%	
	MAC1147.008	Precalc Algebra/Trigonometry	165	McWaters	$250.00	$245.79	$4.22	2%	
	MAC1147.007	Precalc Algebra/Trigonometry	162	Masagutova	$250.00	$245.79	$4.22	2%	
	MAC1147.902	Precalc Algebra/Trigonometry	102	Garapati	$250.00	$245.79	$4.22	2%	
	MAC1147.005	Precalc Algebra/Trigonometry	162	Freeman	$250.00	$245.79	$4.22	2%	
	MAC1147.006	Precalc Algebra/Trigonometry	210	Freeman	$250.00	$245.79	$4.22	2%	
	MAC1147.799	Precalc Algebra/Trigonometry	10	Hopf	$207.85	$245.79	($37.94)	-18%	
MAC2233	MAC2233.006	Business Calculus	30	Lappano	$231.45	$231.45	$0.00	0%	
	MAC2233.004	Business Calculus	28	Lappano	$231.45	$231.45	$0.00	0%	
	MAC2233.003	Business Calculus	30	Lappano	$231.45	$231.45	$0.00	0%	
	MAC2233.002	Business Calculus	28	Lappano	$231.45	$231.45	$0.00	0%	
	MAC2233.001	Business Calculus	28	Lappano	$231.45	$231.45	$0.00	0%	
	MAC2233.011	Business Calculus	30	Lappano	$231.45	$231.45	$0.00	0%	
	MAC2233.016	Business Calculus	30	Lappano	$231.45	$231.45	$0.00	0%	
	MAC2233.903	Business Calculus	28	Kotarinos	$231.45	$231.45	$0.00	0%	
	MAC2233.014	Business Calculus	30	Lappano	$231.45	$231.45	$0.00	0%	
	MAC2233.902	Business Calculus	28	Kotarinos	$231.45	$231.45	$0.00	0%	
	MAC2233.013	Business Calculus	30	Lappano	$231.45	$231.45	$0.00	0%	
	MAC2233.022	Business Calculus	28	Bieske	$231.45	$231.45	$0.00	0%	
	MAC2233.799	Business Calculus	30	Rajaram	$231.45	$231.45	$0.00	0%	
	MAC2233.024	Business Calculus	30	Bieske	$231.45	$231.45	$0.00	0%	
	MAC2233.025	Business Calculus	30	Bieske	$231.45	$231.45	$0.00	0%	
	MAC2233.026	Business Calculus	30	Bieske	$231.45	$231.45	$0.00	0%	
	MAC2233.023	Business Calculus	30	Bieske	$231.45	$231.45	$0.00	0%	
	MAC2233.012	Business Calculus	30	Lappano	$231.45	$231.45	$0.00	0%	
	MAC2233.005	Business Calculus	28	Lappano	$231.45	$231.45	$0.00	0%	
	MAC2233.021	Business Calculus	28	Bieske	$231.45	$231.45	$0.00	0%	
	MAC2233.015	Business Calculus	30	Lappano	$231.45	$231.45	$0.00	0%	
MAC2241	MAC2241.014	Life Sciences Calculus I	30	Dizona	$418.70	$418.70	$0.00	0%	
	MAC2241.005	Life Sciences Calculus I	30	Green	$418.70	$418.70	$0.00	0%	
	MAC2241.001	Life Sciences Calculus I	30	Green	$418.70	$418.70	$0.00	0%	
	MAC2241.002	Life Sciences Calculus I	30	Green	$418.70	$418.70	$0.00	0%	

COURSE	COURSE SECTION	TITLE	MAX ENRL	PROFESSOR	TOTAL COST	AVG SECTION COST	TOTAL VARIANCE	PCT VAR	VAR RATING
MAC2241	MAC2241.004	Life Sciences Calculus I	30	Green	$418.70	$418.70	$0.00	0%	
	MAC2241.006	Life Sciences Calculus I	30	Green	$418.70	$418.70	$0.00	0%	
	MAC2241.012	Life Sciences Calculus I	28	Dizona	$418.70	$418.70	$0.00	0%	
	MAC2241.015	Life Sciences Calculus I	30	Dizona	$418.70	$418.70	$0.00	0%	
	MAC2241.016	Life Sciences Calculus I	30	Dizona	$418.70	$418.70	$0.00	0%	
	MAC2241.901	Life Sciences Calculus I	30	Garapati	$418.70	$418.70	$0.00	0%	
	MAC2241.903	Life Sciences Calculus I	30	Garapati	$418.70	$418.70	$0.00	0%	
	MAC2241.013	Life Sciences Calculus I	30	Dizona	$418.70	$418.70	$0.00	0%	
	MAC2241.011	Life Sciences Calculus I	30	Dizona	$418.70	$418.70	$0.00	0%	
	MAC2241.003	Life Sciences Calculus I	28	Green	$418.70	$418.70	$0.00	0%	
MAC2242	MAC2242.901	Life Sciences Calculus II	42	Grinshpan	$418.70	$418.70	$0.00	0%	
MAC2281	MAC2281.003	Engineering Calculus I	48	Chitikov	$191.80	$199.30	($7.50)	-4%	
	MAC2281.901	Engineering Calculus I	56	Kartsatos	$191.80	$199.30	($7.50)	-4%	
	MAC2281.902	Engineering Calculus I	56	Shekhtman	$191.80	$199.30	($7.50)	-4%	
	MAC2281.004	Engineering Calculus I	56	Manougian	$191.80	$199.30	($7.50)	-4%	
	MAC2281.013	Engineering Calculus I	55	Freeman	$251.80	$199.30	$52.50	21%	
	MAC2281.009	Engineering Calculus I	56	Masagutova	$191.80	$199.30	($7.50)	-4%	
	MAC2281.008	Engineering Calculus I	48	Garapati	$191.80	$199.30	($7.50)	-4%	
	MAC2281.005	Engineering Calculus I	48	Makaryus	$191.80	$199.30	($7.50)	-4%	
MAC2282	MAC2282.901	Engineering Calculus II	60	Hou	$191.80	$191.80	$0.00	0%	
	MAC2282.005	Engineering Calculus II	48	Lee	$191.80	$191.80	$0.00	0%	
	MAC2282.003	Engineering Calculus II	60	You	$191.80	$191.80	$0.00	0%	
	MAC2282.001	Engineering Calculus II	55	McAveety	$191.80	$191.80	$0.00	0%	
	MAC2282.006	Engineering Calculus II	48	Etcheberry	$191.80	$191.80	$0.00	0%	
	MAC2282.004	Engineering Calculus II	55	Etcheberry	$191.80	$191.80	$0.00	0%	
	MAC2282.902	Engineering Calculus II	55	Grinshpan	$191.80	$191.80	$0.00	0%	
MAC2311	MAC2311.902	Calculus I	55	Grupchev	$191.80	$191.80	$0.00	0%	
	MAC2311.007	Calculus I	48	Iezzi	$191.80	$191.80	$0.00	0%	
	MAC2311.004	Calculus I	56	Connelly	$191.80	$191.80	$0.00	0%	
	MAC2311.002	Calculus I	55	Hernandez Vier	$191.80	$191.80	$0.00	0%	
	MAC2311.008	Calculus I	48	Mccolm	$191.80	$191.80	$0.00	0%	
	MAC2311.003	Calculus I	55	Hernandez Vier	$191.80	$191.80	$0.00	0%	
	MAC2311.005	Calculus I	56	Manolaki	$191.80	$191.80	$0.00	0%	
	MAC2311.006	Calculus I	47	Masagutova	$191.80	$191.80	$0.00	0%	
MAC2312	MAC2312.004	Calculus II	54	McAveety	$191.80	$191.80	$0.00	0%	
	MAC2312.002	Calculus II	54	Appiah	$191.80	$191.80	$0.00	0%	
	MAC2312.901	Calculus II	48	Kerr	$191.80	$191.80	$0.00	0%	
	MAC2312.005	Calculus II	45	Zhou	$191.80	$191.80	$0.00	0%	

COURSE	COURSE SECTION	TITLE	MAX ENRL	PROFESSOR	TOTAL COST	AVG SECTION COST	TOTAL VARIANCE	PCT VAR	VAR RATING
MAC2312	MAC2312.003	Calculus II	54	McAveety	$191.80	$191.80	$0.00	0%	
	MAC2312.001	Calculus II	48	Cruz	$191.80	$191.80	$0.00	0%	
MGF1106	MGF1106.799	Finite Mathematics	10	Hopf	$352.50	$352.50	$0.00	0%	
	MGF1106.901	Finite Mathematics	70	Theado	$352.50	$352.50	$0.00	0%	
	MGF1106.001	Finite Mathematics	190	Bieske	$352.50	$352.50	$0.00	0%	
MGF1107	MGF1107.001	Mathematics for Liberal Arts	100	Bieske	$235.70	$235.70	$0.00	0%	
STA2023	STA2023.014	Introductory Statistics I	30	Mudunuru	$132.00	$143.61	($11.61)	-9%	
	STA2023.004	Introductory Statistics I	30	Mudunuru	$132.00	$143.61	($11.61)	-9%	
	STA2023.911	Introductory Statistics I	30	Pokhrel	$132.00	$143.61	($11.61)	-9%	
	STA2023.003	Introductory Statistics I	30	Mudunuru	$132.00	$143.61	($11.61)	-9%	
	STA2023.005	Introductory Statistics I	30	Mudunuru	$132.00	$143.61	($11.61)	-9%	
	STA2023.002	Introductory Statistics I	30	Mudunuru	$132.00	$143.61	($11.61)	-9%	
	STA2023.001	Introductory Statistics I	30	Mudunuru	$132.00	$143.61	($11.61)	-9%	
	STA2023.913	Introductory Statistics I	30	Pokhrel	$132.00	$143.61	($11.61)	-9%	
	STA2023.916	Introductory Statistics I	29	Pokhrel	$132.00	$143.61	($11.61)	-9%	
	STA2023.026	Introductory Statistics I	28	Rimbey	$192.00	$143.61	$48.39	25%	
	STA2023.912	Introductory Statistics I	30	Pokhrel	$132.00	$143.61	($11.61)	-9%	
	STA2023.006	Introductory Statistics I	30	Mudunuru	$132.00	$143.61	($11.61)	-9%	
	STA2023.799	Introductory Statistics I	30	Rajaram	$132.00	$143.61	($11.61)	-9%	
	STA2023.046	Introductory Statistics I	30	Rimbey	$132.00	$143.61	($11.61)	-9%	
	STA2023.045	Introductory Statistics I	30	Rimbey	$132.00	$143.61	($11.61)	-9%	
	STA2023.044	Introductory Statistics I	30	Rimbey	$132.00	$143.61	($11.61)	-9%	
	STA2023.043	Introductory Statistics I	28	Rimbey	$132.00	$143.61	($11.61)	-9%	
	STA2023.023	Introductory Statistics I	30	Rimbey	$192.00	$143.61	$48.39	25%	
	STA2023.914	Introductory Statistics I	29	Pokhrel	$132.00	$143.61	($11.61)	-9%	
	STA2023.024	Introductory Statistics I	28	Rimbey	$192.00	$143.61	$48.39	25%	
	STA2023.011	Introductory Statistics I	30	Mudunuru	$132.00	$143.61	($11.61)	-9%	
	STA2023.021	Introductory Statistics I	30	Rimbey	$192.00	$143.61	$48.39	25%	
	STA2023.915	Introductory Statistics I	29	Pokhrel	$132.00	$143.61	($11.61)	-9%	
	STA2023.025	Introductory Statistics I	28	Rimbey	$192.00	$143.61	$48.39	25%	
	STA2023.022	Introductory Statistics I	30	Rimbey	$192.00	$143.61	$48.39	25%	
	STA2023.016	Introductory Statistics I	30	Mudunuru	$132.00	$143.61	($11.61)	-9%	
	STA2023.015	Introductory Statistics I	30	Mudunuru	$132.00	$143.61	($11.61)	-9%	
	STA2023.041	Introductory Statistics I	28	Rimbey	$132.00	$143.61	($11.61)	-9%	
	STA2023.013	Introductory Statistics I	30	Mudunuru	$132.00	$143.61	($11.61)	-9%	
	STA2023.042	Introductory Statistics I	28	Rimbey	$132.00	$143.61	($11.61)	-9%	
	STA2023.012	Introductory Statistics I	30	Mudunuru	$132.00	$143.61	($11.61)	-9%	

COURSE	COURSE SECTION	TITLE	MAX ENRL	PROFESSOR	TOTAL COST	AVG SECTION COST	TOTAL VARIANCE	PCT VAR	VAR RATING
MUS									
MUH3016	MUH3016.701	Survey Of Jazz	1500	Rottmayer	$141.45	$141.45	$0.00	0%	
MUL3011	MUL3011.701	Western Art Music in Your Life	242	Lee	$135.70	$135.70	$0.00	0%	
PHI									
PHI1103	PHI1103.006	Critical Thinking	40	Mccoige	$35.00	$57.96	($22.96)	-66%	
	PHI1103.005	Critical Thinking	48	Wright	$39.00	$57.96	($18.96)	-49%	
	PHI1103.001	Critical Thinking	50	Cooper	$76.95	$57.96	$18.99	25%	
	PHI1103.002	Critical Thinking	50	Quandt	$80.90	$57.96	$22.94	28%	
PHI1401	PHI1401.003	Science and Society	50	Curtis	$34.40	$52.12	($17.72)	-52%	
	PHI1401.002	Science and Society	40	Spink	$82.95	$52.12	$30.83	37%	
	PHI1401.001	Science and Society	25	Shillito	$39.00	$52.12	($13.12)	-34%	
PHI1600	PHI1600.015	Introduction To Ethics	48	Guzman	$110.40	$96.12	$14.28	13%	
	PHI1600.004	Introduction To Ethics	48	Mitchell	$82.85	$96.12	($13.27)	-16%	
	PHI1600.009	Introduction To Ethics	75	Braver	$76.00	$96.12	($20.12)	-26%	
	PHI1600.003	Introduction To Ethics	48	King	$125.95	$96.12	$29.83	24%	
	PHI1600.001	Introduction To Ethics	50	Dutton	$85.40	$96.12	($10.72)	-13%	
PHI2010	PHI2010.791	Introduction to Philosophy	50	Underkuffler	$44.90	$78.87	($33.97)	-76%	
	PHI2010.004	Introduction to Philosophy	25	Morris	$80.95	$78.87	$2.08	3%	
	PHI2010.005	Introduction to Philosophy	25	Morris	$80.95	$78.87	$2.08	3%	
	PHI2010.006	Introduction to Philosophy	48	Manning	$96.90	$78.87	$18.03	19%	
	PHI2010.008	Introduction to Philosophy	47	Sachdev	$144.95	$78.87	$66.08	46%	
	PHI2010.016	Introduction to Philosophy	48	Monson	$79.95	$78.87	$1.08	1%	
	PHI2010.019	Introduction to Philosophy	50	Williams	$54.00	$78.87	($24.87)	-46%	
	PHI2010.020	Introduction to Philosophy	47	Purdue	$73.90	$78.87	($4.97)	-7%	
	PHI2010.902	Introduction to Philosophy	47	Miller	$44.95	$78.87	($33.92)	-75%	
	PHI2010.007	Introduction to Philosophy	25	Morris	$80.95	$78.87	$2.08	3%	
	PHI2010.003	Introduction to Philosophy	25	Morris	$80.95	$78.87	$2.08	3%	
	PHI2010.002	Introduction to Philosophy	25	Morris	$80.95	$78.87	$2.08	3%	
	PHI2010.001	Introduction to Philosophy	25	Morris	$80.95	$78.87	$2.08	3%	
PHI2101	PHI2101.001	Introduction to Formal Logic	30	Jesseph	$94.95	$94.95	$0.00	0%	
PHY									
PHY2020	PHY2020.001	Conceptual Physics	250	Pradhan	$164.30	$161.00	$3.30	2%	
	PHY2020.002	Conceptual Physics	225	Pradhan	$157.70	$161.00	($3.30)	-2%	
PHY2048	PHY2048.981	General Physics I	295	McCormick	$211.35	$211.35	$0.00	0%	
	PHY2048.801	General Physics I	295	Criss	$211.35	$211.35	$0.00	0%	
	PHY2048.802	General Physics I	295	McCormick	$211.35	$211.35	$0.00	0%	
PHY2049	PHY2049.981	General Physics II	295	Criss	$211.35	$211.35	$0.00	0%	
	PHY2049.801	General Physics II	295	McCormick	$211.35	$211.35	$0.00	0%	

COURSE	COURSE SECTION	TITLE	MAX ENRL	PROFESSOR	TOTAL COST	AVG SECTION COST	TOTAL VARIANCE	PCT VAR	VAR RATING
PHY2053	PHY2053.981	General Physics I	295	Corby	$199.95	$199.95	$0.00	0%	
	PHY2053.801	General Physics I	295	Witanachchi	$199.95	$199.95	$0.00	0%	
	PHY2053.802	General Physics I	295	Chen	$199.95	$199.95	$0.00	0%	
	PHY2053.804	General Physics I	150	Pradhan	$199.95	$199.95	$0.00	0%	
PHY2054	PHY2054.802	General Physics II	295	Jiang	$199.95	$199.95	$0.00	0%	
	PHY2054.803	General Physics II	200	Jiang	$199.95	$199.95	$0.00	0%	
	PHY2054.801	General Physics II	295	Karaiskaj	$199.95	$199.95	$0.00	0%	
PHY2060	PHY2060.801	Enriched General Physics I	30	Voronine	$211.35	$211.35	$0.00	0%	
PSY									
GEY4612	GEY4612.002	Psychology of Aging	75	Sadeq	$341.80	$341.80	$0.00	0%	
	GEY4612.004	Psychology of Aging	75	Smith	$341.80	$341.80	$0.00	0%	
	GEY4612.006	Psychology of Aging	80	Fausto	$341.80	$341.80	$0.00	0%	
	GEY4612.902	Psychology of Aging	60	Pappas	$341.80	$341.80	$0.00	0%	
PSY2012	PSY2012.003	Intro to Psychological Science	35	Schlauch	$241.90	$215.01	$26.89	11%	
	PSY2012.001	Intro to Psychological Science	35	Schlauch	$241.90	$215.01	$26.89	11%	
	PSY2012.030	Intro to Psychological Science	35	Noll	$182.15	$215.01	($32.86)	-18%	
	PSY2012.007	Intro to Psychological Science	35	Schlauch	$241.90	$215.01	$26.89	11%	
	PSY2012.026	Intro to Psychological Science	35	Noll	$182.15	$215.01	($32.86)	-18%	
	PSY2012.009	Intro to Psychological Science	35	Schlauch	$241.90	$215.01	$26.89	11%	
	PSY2012.004	Intro to Psychological Science	35	Schlauch	$241.90	$215.01	$26.89	11%	
	PSY2012.010	Intro to Psychological Science	35	Schlauch	$241.90	$215.01	$26.89	11%	
	PSY2012.002	Intro to Psychological Science	35	Schlauch	$241.90	$215.01	$26.89	11%	
	PSY2012.005	Intro to Psychological Science	35	Schlauch	$241.90	$215.01	$26.89	11%	
	PSY2012.013	Intro to Psychological Science	35	Schlauch	$241.90	$215.01	$26.89	11%	
	PSY2012.021	Intro to Psychological Science	35	Noll	$182.15	$215.01	($32.86)	-18%	
	PSY2012.023	Intro to Psychological Science	35	Noll	$182.15	$215.01	($32.86)	-18%	
	PSY2012.022	Intro to Psychological Science	35	Noll	$182.15	$215.01	($32.86)	-18%	
	PSY2012.025	Intro to Psychological Science	35	Noll	$182.15	$215.01	($32.86)	-18%	
	PSY2012.027	Intro to Psychological Science	35	Noll	$182.15	$215.01	($32.86)	-18%	
	PSY2012.028	Intro to Psychological Science	35	Noll	$182.15	$215.01	($32.86)	-18%	
	PSY2012.006	Intro to Psychological Science	35	Schlauch	$241.90	$215.01	$26.89	11%	
	PSY2012.029	Intro to Psychological Science	35	Noll	$182.15	$215.01	($32.86)	-18%	
	PSY2012.008	Intro to Psychological Science	35	Schlauch	$241.90	$215.01	$26.89	11%	
PSY3204	PSY3204.013	Psychological Statistics	25	Dube	$302.35	$255.34	$47.01	16%	
	PSY3204.014	Psychological Statistics	25	Dube	$302.35	$255.34	$47.01	16%	
	PSY3204.019	Psychological Statistics	85	Talboy	$114.30	$255.34	($141.04)	-123%	
	PSY3204.015	Psychological Statistics	25	Dube	$302.35	$255.34	$47.01	16%	

COURSE	COURSE SECTION	TITLE	MAX ENRL	PROFESSOR	TOTAL COST	AVG SECTION COST	TOTAL VARIANCE	PCT VAR	VAR RATING
QMB									
QMB2100	QMB2100.001	Bus Economic Statistics I	140	Dummeldinger	$254.40	$254.40	$0.00	0%	
	QMB2100.002	Bus Economic Statistics I	140	Dummeldinger	$254.40	$254.40	$0.00	0%	
	QMB2100.901	Bus Economic Statistics I	90	Dummeldinger	$254.40	$254.40	$0.00	0%	
	QMB2100.902	Bus Economic Statistics I	140	Dummeldinger	$254.40	$254.40	$0.00	0%	
QMB3253	QMB3253.001	Business Honors Adv Statistics	45	Dummeldinger	$254.40	$254.40	$0.00	0%	
REL									
REL2166	REL2166.001	Intro to Religion and Ecology	85	Saunders	$78.55	$78.55	$0.00	0%	
REL2300	REL2300.009	Intro to World Religions	120	Schneider	$215.45	$183.16	$32.29	15%	
	REL2300.010	Intro to World Religions	43	Schneider	$215.45	$183.16	$32.29	15%	
	REL2300.011	Intro to World Religions	47	Schanbacher	$150.00	$183.16	($33.16)	-22%	
	REL2300.901	Intro to World Religions	27	Cucalon	$183.60	$183.16	$0.44	0%	
	REL2300.012	Intro to World Religions	18	Dechant	$183.60	$183.16	$0.44	0%	
	REL2300.001	Intro to World Religions	140	Dechant	$183.60	$183.16	$0.44	0%	
	REL2300.008	Intro to World Religions	48	Schanbacher	$150.00	$183.16	($33.16)	-22%	
	REL2300.002	Intro to World Religions	210	Saunders	$183.60	$183.16	$0.44	0%	
REL3111	REL3111.001	Religious Quest in Cont Films	37	Stidham Rogers	$128.70	$128.70	$0.00	0%	
	REL3111.002	Religious Quest in Cont Films	37	Stidham Rogers	$128.70	$128.70	$0.00	0%	
SGS									
ESC2000	ESC2000.003	Introduction to Earth Science	41	Sheffield	$156.00	$174.08	($18.08)	-12%	
	ESC2000.002	Introduction to Earth Science	80	Juster	$178.55	$174.08	$4.48	3%	
	ESC2000.001	Introduction to Earth Science	60	McIlrath	$185.75	$174.08	$11.68	6%	
	ESC2000.797	Introduction to Earth Science	200	Defant	$176.00	$174.08	$1.93	1%	
EVR2001	EVR2001.002	Intro to Environmental Science	260	Panzik	$195.40	$185.37	$10.03	5%	
	EVR2001.501	Intro to Environmental Science	300	Pathak	$165.30	$185.37	($20.07)	-12%	
	EVR2001.001	Intro to Environmental Science	200	Panzik	$195.40	$185.37	$10.03	5%	
GEA2000	GEA2000.001	World Regional Geography	195	Graham	$165.00	$129.80	$35.20	21%	
	GEA2000.502	World Regional Geography	450	Walton	$94.60	$129.80	($35.20)	-37%	
GEO2200	GEO2200.001	Intro to Physical Geography	75	Graham	$180.00	$180.00	$0.00	0%	
GEO2400	GEO2400.001	Human Geography	150	Graham	$174.20	$174.20	$0.00	0%	
GLY2010	GLY2010.001	Dyn Earth: Intro to Phys Geol	21	Kruse	$156.00	$156.00	$0.00	0%	
	GLY2010.002	Dyn Earth: Intro to Phys Geol	20	Germa	$156.00	$156.00	$0.00	0%	
	GLY2010.003	Dyn Earth: Intro to Phys Geol	50	McIlrath	$156.00	$156.00	$0.00	0%	
IDH3350	IDH3350.007	Natural Sciences Honors	19	McIlrath	$124.00	$149.67	($25.67)	-21%	
SOC									
SYG2000	SYG2000.501	Introduction to Sociology	165	Toothman	$39.95	$105.52	($65.57)	-164%	
	SYG2000.016	Introduction to Sociology	85	Partin	$107.15	$105.52	$1.63	2%	

COURSE	COURSE SECTION	TITLE	MAX ENRL	PROFESSOR	TOTAL COST	AVG SECTION COST	TOTAL VARIANCE	PCT VAR	VAR RATING
SYG2000	SYG2000.015	Introduction to Sociology	47	Tyson	$159.65	$105.52	$54.13	34%	
	SYG2000.002	Introduction to Sociology	50	Veras	$67.15	$105.52	($38.37)	-57%	
	SYG2000.901	Introduction to Sociology	50	Steinour	$74.30	$105.52	($31.22)	-42%	
	SYG2000.004	Introduction to Sociology	47	Blackwell	$127.20	$105.52	$21.68	17%	
	SYG2000.001	Introduction to Sociology	47	Steinour	$74.30	$105.52	($31.22)	-42%	
	SYG2000.003	Introduction to Sociology	47	Zeller	$74.30	$105.52	($31.22)	-42%	
	SYG2000.005	Introduction to Sociology	48	Geiss	$81.45	$105.52	($24.07)	-30%	
	SYG2000.007	Introduction to Sociology	48	Steinour	$74.30	$105.52	($31.22)	-42%	
	SYG2000.008	Introduction to Sociology	50	Altice	$103.00	$105.52	($2.52)	-2%	
	SYG2000.009	Introduction to Sociology	47	Ma	$76.00	$105.52	($29.52)	-39%	
	SYG2000.010	Introduction to Sociology	48	Maconi	$76.00	$105.52	($29.52)	-39%	
	SYG2000.011	Introduction to Sociology	48	Liu	$198.80	$105.52	$93.28	47%	
	SYG2000.012	Introduction to Sociology	48	Friedman	$192.85	$105.52	$87.33	45%	
	SYG2000.006	Introduction to Sociology	48	Venter	$73.00	$105.52	($32.52)	-45%	
	SYG2000.017	Introduction to Sociology	85	Partin	$107.15	$105.52	$1.63	2%	
	SYG2000.013	Introduction to Sociology	48	Friedman	$192.85	$105.52	$87.33	45%	
SYG2010	SYG2010.001	Contemporary Social Problems	48	Klein	$177.80	$157.90	$19.90	11%	
	SYG2010.002	Contemporary Social Problems	47	Sette	$138.00	$157.90	($19.90)	-14%	
SYP3000	SYP3000.501	Social Psychology	165	Contessa	$79.95	$115.03	($35.08)	-44%	
	SYP3000.001	Social Psychology	50	Partin	$85.15	$115.03	($29.88)	-35%	
	SYP3000.502	Social Psychology	50	Steinour	$180.00	$115.03	$64.97	36%	
SOK									
GEY4641	GEY4641.902	Death and Dying	10	Etten	$159.15	$159.15	$0.00	0%	
	GEY4641.002	Death and Dying	10	Dobbs	$159.15	$159.15	$0.00	0%	
SPE									
SPC2608	SPC2608.009	Public Speaking	25	Oglesby	$208.00	$203.42	$4.58	2%	
	SPC2608.031	Public Speaking	25	Kiger	$208.00	$203.42	$4.58	2%	
	SPC2608.007	Public Speaking	25	Alam	$208.00	$203.42	$4.58	2%	
	SPC2608.014	Public Speaking	25	Viera	$208.00	$203.42	$4.58	2%	
	SPC2608.032	Public Speaking	25	Oglesby	$208.00	$203.42	$4.58	2%	
	SPC2608.033	Public Speaking	25	Viera	$208.00	$203.42	$4.58	2%	
	SPC2608.904	Public Speaking	25	Spinka	$208.00	$203.42	$4.58	2%	
	SPC2608.029	Public Speaking	25	Clements	$208.00	$203.42	$4.58	2%	
	SPC2608.026	Public Speaking	25	Scheffels	$208.00	$203.42	$4.58	2%	
	SPC2608.023	Public Speaking	25	Gough	$132.45	$203.42	($70.97)	-54%	
	SPC2608.021	Public Speaking	25	Mason	$208.00	$203.42	$4.58	2%	
	SPC2608.006	Public Speaking	25	Alam	$208.00	$203.42	$4.58	2%	
	SPC2608.012	Public Speaking	25	Nieto Fernande	$208.00	$203.42	$4.58	2%	

COURSE	COURSE SECTION	TITLE	MAX ENRL	PROFESSOR	TOTAL COST	AVG SECTION COST	TOTAL VARIANCE	PCT VAR	VAR RATING
SPC2608	SPC2608.010	Public Speaking	25	Nieto Fernande	$208.00	$203.42	$4.58	2%	
	SPC2608.013	Public Speaking	25	Smithberger	$208.00	$203.42	$4.58	2%	
	SPC2608.008	Public Speaking	25	Robb	$208.00	$203.42	$4.58	2%	
	SPC2608.024	Public Speaking	25	Gough	$132.45	$203.42	($70.97)	-54%	
	SPC2608.002	Public Speaking	25	Rousset	$208.00	$203.42	$4.58	2%	
	SPC2608.003	Public Speaking	25	Sanders	$208.00	$203.42	$4.58	2%	
	SPC2608.005	Public Speaking	25	Robb	$208.00	$203.42	$4.58	2%	
	SPC2608.004	Public Speaking	25	Rousset	$208.00	$203.42	$4.58	2%	
	SPC2608.011	Public Speaking	25	Scheffels	$208.00	$203.42	$4.58	2%	
	SPC2608.902	Public Speaking	25	Spinka	$208.00	$203.42	$4.58	2%	
	SPC2608.903	Public Speaking	25	Magalona	$208.00	$203.42	$4.58	2%	
	SPC2608.020	Public Speaking	25	Powell Young	$208.00	$203.42	$4.58	2%	
	SPC2608.022	Public Speaking	25	Tian	$208.00	$203.42	$4.58	2%	
	SPC2608.019	Public Speaking	25	Williams	$208.00	$203.42	$4.58	2%	
	SPC2608.018	Public Speaking	25	Mason	$208.00	$203.42	$4.58	2%	
	SPC2608.017	Public Speaking	25	Smithberger	$208.00	$203.42	$4.58	2%	
	SPC2608.015	Public Speaking	25	Powell Young	$208.00	$203.42	$4.58	2%	
	SPC2608.001	Public Speaking	25	Sanders	$208.00	$203.42	$4.58	2%	
	SPC2608.901	Public Speaking	25	Woodruffe	$208.00	$203.42	$4.58	2%	
	SPC2608.025	Public Speaking	25	Tian	$208.00	$203.42	$4.58	2%	
SPC3301	SPC3301.901	Interpersonal Communication	30	Peters	$85.95	$85.95	$0.00	0%	
	SPC3301.005	Interpersonal Communication	30	Anderson	$85.95	$85.95	$0.00	0%	
	SPC3301.003	Interpersonal Communication	30	Peters	$85.95	$85.95	$0.00	0%	
	SPC3301.004	Interpersonal Communication	30	Clements	$85.95	$85.95	$0.00	0%	
	SPC3301.002	Interpersonal Communication	30	Clements	$85.95	$85.95	$0.00	0%	
	SPC3301.001	Interpersonal Communication	30	Anderson	$85.95	$85.95	$0.00	0%	
SPC3710	SPC3710.001	Communication & Diversity	100	James	$134.20	$142.70	($8.50)	-6%	
WST									
WST2250	WST2250.797	Female Experience in America	110	Serls	$38.00	$38.00	$0.00	0%	
WST2600	WST2600.002	Human Sexual Behavior	88	Ellerman-Quee	$100.00	$100.00	$0.00	0%	
WST3015	WST3015.002	Intro to Women's Studies	47	Hughes Miller	$59.95	$59.95	$0.00	0%	
WST3324	WST3324.797	Women, Environment, and Gend	245	Fine	$31.95	$31.95	$0.00	0%	
WST4320	WST4320.001	The Politics of Women's Health	40	Rubin	$169.95	$169.95	$0.00	0%	

USF UNIVERSITY OF SOUTH FLORIDA

Textbook Affordability Report

Course Section Variance

Fall 2017
Tampa Campus
General Education Courses
Recommended Materials

COURSE	COURSE SECTION	TITLE	MAX ENRL	PROFESSOR	TOTAL COST	AVG SECTION COST	TOTAL VARIANCE	PCT VAR	VAR RATING
ECN									
ECO1000	ECO1000.002	Basic Economics	85	Bartlett	$164.15	$164.15	$0.00	0%	
	ECO1000.020	Basic Economics	200	Bartlett	$164.15	$164.15	$0.00	0%	
HON									
IDH3100	IDH3100.005	Arts/Humanities Honors	15	Tamang	$34.00	$34.00	$0.00	0%	
IDH4200	IDH4200.004	Geographic Perspectives Honors	19	Bush	$14.95	$24.48	($9.53)	-64%	
	IDH4200.007	Geographic Perspectives Honors	19	Tamang	$34.00	$24.48	$9.53	28%	
IGS									
AMH3571	AMH3571.700	African Amer History to 1865	55	Lahey	$135.60	$135.60	$0.00	0%	
PHI									
PHI2101	PHI2101.003	Introduction to Formal Logic	50	Oshiro	$75.95	$75.95	$0.00	0%	
PHY									
AST2002	AST2002.001	Descriptive Astronomy	295	Mackay	$129.70	$129.70	$0.00	0%	
AST2004	AST2004.001	Stellar Astronomy & Cosmology	195	Mackay	$158.55	$158.55	$0.00	0%	
PSY									
PSY2012	PSY2012.011	Intro to Psychological Science	220	Noll	$122.15	$122.15	$0.00	0%	
PSY3204	PSY3204.007	Psychological Statistics	28	Sanocki	$82.60	$82.60	$0.00	0%	
	PSY3204.005	Psychological Statistics	28	Sanocki	$82.60	$82.60	$0.00	0%	
	PSY3204.006	Psychological Statistics	28	Sanocki	$82.60	$82.60	$0.00	0%	
QMB									
QMB2100	QMB2100.001	Bus Economic Statistics I	140	Dummeldinger	$46.20	$46.20	$0.00	0%	
	QMB2100.002	Bus Economic Statistics I	140	Dummeldinger	$46.20	$46.20	$0.00	0%	
	QMB2100.901	Bus Economic Statistics I	90	Dummeldinger	$46.20	$46.20	$0.00	0%	
	QMB2100.902	Bus Economic Statistics I	140	Dummeldinger	$46.20	$46.20	$0.00	0%	
QMB3253	QMB3253.001	Business Honors Adv Statistics	45	Dummeldinger	$46.20	$46.20	$0.00	0%	
REL									
REL2300	REL2300.001	Intro to World Religions	140	Dechant	$61.95	$61.95	$0.00	0%	
	REL2300.012	Intro to World Religions	18	Dechant	$61.95	$61.95	$0.00	0%	
SGS									
ESC2000	ESC2000.004	Introduction to Earth Science	95	Ryan	$156.05	$156.05	$0.00	0%	

COURSE	COURSE SECTION	TITLE	MAX ENRL	PROFESSOR	TOTAL COST	AVG SECTION COST	TOTAL VARIANCE	PCT VAR	VAR RATING
GLY2010	GLY2010.002	Dyn Earth: Intro to Phys Geol	20	Germa	$28.00	$28.00	$0.00	0%	
SPE									
SPC3710	SPC3710.001	Communication & Diversity	100	James	$17.00	$17.00	$0.00	0%	

USF UNIVERSITY OF SOUTH FLORIDA

Textbook Affordability Report

Course Section Variance

Fall 2017
St. Petersburg Campus
General Education Courses
Required Materials

COURSE	COURSE SECTION	TITLE	MAX ENRL	PROFESSOR	TOTAL COST	AVG SECTION COST	TOTAL VARIANCE	PCT VAR	VAR RATING
ANT									
ANT2000	ANT2000.601	Introduction to Anthropology	55	Arthur	$110.00	$96.13	$13.88	13%	
	ANT2000.791	Introduction to Anthropology	75	Dixon	$82.25	$96.13	($13.88)	-17%	
ANT2410	ANT2410.601	Cultural Anthropology	55	Arthur	$161.30	$133.23	$28.08	17%	
	ANT2410.603	Cultural Anthropology	45	Grabner	$141.30	$133.23	$8.08	6%	
	ANT2410.691	Cultural Anthropology	45	Grabner	$141.30	$133.23	$8.08	6%	
	ANT2410.602	Cultural Anthropology	45	Dixon	$89.00	$133.23	($44.23)	-50%	
ANT2511	ANT2511.601	Biological Anthropology	24	Dixon	$132.00	$132.00	$0.00	0%	
ART									
ARH2000	ARH2000.603	Art and Culture	30	Boyer	$251.15	$251.15	$0.00	0%	
	ARH2000.602	Art and Culture	30	Paris	$251.15	$251.15	$0.00	0%	
	ARH2000.601	Art and Culture	30	Paris	$251.15	$251.15	$0.00	0%	
ARH2050	ARH2050.601	History Of Visual Arts I	40	Boyer	$164.65	$164.65	$0.00	0%	
	ARH2050.602	History Of Visual Arts I	40	Bundrick	$164.65	$164.65	$0.00	0%	
ARH2051	ARH2051.601	History Of Visual Arts II	40	Paris	$206.00	$206.00	$0.00	0%	
	ARH2051.603	History Of Visual Arts II	40	Paris	$206.00	$206.00	$0.00	0%	
BIO									
BSC1005	BSC1005.601	Biological Prin For Non-Majors	60	Noonan	$159.15	$159.15	$0.00	0%	
BSC2010	BSC2010.604	Bio I - Cellular Processes	60	Sears	$259.60	$259.60	$0.00	0%	
	BSC2010.601	Bio I - Cellular Processes	60	Gainsbury	$259.60	$259.60	$0.00	0%	
	BSC2010.602	Bio I - Cellular Processes	60	Takeuchi	$259.60	$259.60	$0.00	0%	
BSC2011	BSC2011.603	Bio II - Biological Diversity	30	Doody	$259.60	$259.60	$0.00	0%	
	BSC2011.601	Bio II - Biological Diversity	60	Radabaugh	$259.60	$259.60	$0.00	0%	
	BSC2011.602	Bio II - Biological Diversity	100	Doody	$259.60	$259.60	$0.00	0%	
BSC2085	BSC2085.601	Anatomy Phys I for Hlth Prof	48	Carlson	$154.30	$154.30	$0.00	0%	
PHY2053	PHY2053.601	General Physics I	71	Hardy	$291.10	$291.10	$0.00	0%	
	PHY2053.602	General Physics I	35	Foley	$291.10	$291.10	$0.00	0%	
PHY2054	PHY2054.601	General Physics II	60	Hardy	$291.10	$291.10	$0.00	0%	
CHM									
CHM2020	CHM2020.601	Chem for Liberal Studies I	48	Wang	$168.95	$168.95	$0.00	0%	
CHM2045	CHM2045.603	General Chemistry I	60	Osegovic	$183.65	$183.65	$0.00	0%	
	CHM2045.602	General Chemistry I	73	Osegovic	$183.65	$183.65	$0.00	0%	

COURSE	COURSE SECTION	TITLE	MAX ENRL	PROFESSOR	TOTAL COST	AVG SECTION COST	TOTAL VARIANCE	PCT VAR	VAR RATING
CHM2045	CHM2045.601	General Chemistry I	60	STAFF	$183.65	$183.65	$0.00	0%	
CHM2046	CHM2046.601	General Chemistry II	60	Osegovic	$183.65	$183.65	$0.00	0%	
	CHM2046.602	General Chemistry II	60	Osegovic	$183.65	$183.65	$0.00	0%	
COM									
MMC3602	MMC3602.601	Mass Communication and Society	100	Walters	$92.85	$92.85	$0.00	0%	
ECN									
ECO2013	ECO2013.601	Econ Princpl (Macroeconomics)	58	Perk	$265.00	$265.00	$0.00	0%	
	ECO2013.691	Econ Princpl (Macroeconomics)	60	Perk	$265.00	$265.00	$0.00	0%	
	ECO2013.791	Econ Princpl (Macroeconomics)	60	Khemraj	$265.00	$265.00	$0.00	0%	
ENG									
ENC1101	ENC1101.605	Composition I	25	Oswald	$71.30	$87.10	($15.80)	-22%	
	ENC1101.604	Composition I	25	Gresham	$160.05	$87.10	$72.95	46%	
	ENC1101.614	Composition I	25	Bandyopadhya	$71.30	$87.10	($15.80)	-22%	
	ENC1101.609	Composition I	25	Ulrich	$52.60	$87.10	($34.50)	-66%	
	ENC1101.606	Composition I	25	Oswald	$71.30	$87.10	($15.80)	-22%	
	ENC1101.613	Composition I	25	Eichenbaum	$173.40	$87.10	$86.30	50%	
	ENC1101.602	Composition I	25	Ulrich	$52.60	$87.10	($34.50)	-66%	
	ENC1101.611	Composition I	25	Wise	$77.30	$87.10	($9.80)	-13%	
	ENC1101.607	Composition I	25	Wise	$77.30	$87.10	($9.80)	-13%	
	ENC1101.612	Composition I	25	Eichenbaum	$173.40	$87.10	$86.30	50%	
	ENC1101.608	Composition I	25	Ulrich	$52.60	$87.10	($34.50)	-66%	
	ENC1101.791	Composition I	25	Boynton	$12.00	$87.10	($75.10)	-626%	
ENC1102	ENC1102.602	Composition II	25	Bandyopadhya	$94.10	$94.10	$0.00	0%	
	ENC1102.606	Composition II	25	Jones	$94.10	$94.10	$0.00	0%	
	ENC1102.604	Composition II	25	Jones	$94.10	$94.10	$0.00	0%	
	ENC1102.601	Composition II	25	Bandyopadhya	$94.10	$94.10	$0.00	0%	
	ENC1102.605	Composition II	25	Jones	$94.10	$94.10	$0.00	0%	
HUM1020	HUM1020.601	Introduction to Humanities	25	Connelly	$266.00	$189.08	$76.92	29%	
LIT2000	LIT2000.601	Introduction to Literature	25	Farmen	$72.65	$69.65	$3.00	4%	
	LIT2000.602	Introduction to Literature	25	Armstrong	$66.65	$69.65	($3.00)	-5%	
	LIT2000.603	Introduction to Literature	25	Farmen	$72.65	$69.65	$3.00	4%	
	LIT2000.604	Introduction to Literature	25	Slattery	$66.65	$69.65	($3.00)	-5%	
MUL2010	MUL2010.601	Music and Culture	25	Torrance	$119.95	$119.95	$0.00	0%	
THE2000	THE2000.691	Theater and Culture	25	Canary	$149.10	$149.10	$0.00	0%	
	THE2000.692	Theater and Culture	25	Canary	$149.10	$149.10	$0.00	0%	
ESP									
ESC2000	ESC2000.601	Introduction to Earth Science	70	Smoak	$191.00	$191.00	$0.00	0%	

COURSE	COURSE SECTION	TITLE	MAX ENRL	PROFESSOR	TOTAL COST	AVG SECTION COST	TOTAL VARIANCE	PCT VAR	VAR RATING
GPY									
GEA2000	GEA2000.791	World Regional Geography	200	Johns	$186.50	$186.50	$0.00	0%	
GEO2200	GEO2200.601	Intro to Physical Geography	70	Meindl	$208.55	$208.55	$0.00	0%	
GRA									
ART2201C	ART2201C.601	Concepts and Practices I	18	Herrmann	$87.95	$78.60	$9.35	11%	
	ART2201C.603	Concepts and Practices I	18	Watts	$81.90	$78.60	$3.30	4%	
	ART2201C.691	Concepts and Practices I	18	Millspaugh	$65.95	$78.60	($12.65)	-19%	
HON									
CPO2002	CPO2002.602	Intro to Comparative Politics	40	Weeks	$109.70	$109.70	$0.00	0%	
HTY									
AMH2020	AMH2020.601	American History II	48	Jones	$100.90	$100.90	$0.00	0%	
HUM1020	HUM1020.602	Introduction to Humanities	25	Heinsen-Roach	$238.40	$189.08	$49.32	21%	
	HUM1020.603	Introduction to Humanities	25	O'Connor	$62.85	$189.08	($126.23)	-201%	
WOH2030	WOH2030.601	World History Since 1815	45	Vogt III	$109.35	$109.35	$0.00	0%	
	WOH2030.602	World History Since 1815	48	Krummerich	$109.35	$109.35	$0.00	0%	
ISS									
SYG2000	SYG2000.602	Introduction to Sociology	45	Miller	$102.65	$102.65	$0.00	0%	
PHI									
PHI2010	PHI2010.601	Introduction to Philosophy	30	Starke	$89.95	$70.43	$19.53	22%	
	PHI2010.602	Introduction to Philosophy	30	Mccreery	$50.90	$70.43	($19.53)	-38%	
PHI2630	PHI2630.601	Contemporary Moral Issues	30	Starke	$44.95	$44.95	$0.00	0%	
	PHI2630.602	Contemporary Moral Issues	30	Starke	$44.95	$44.95	$0.00	0%	
POL									
POS2041	POS2041.601	American National Government	32	Scourfield McL	$114.30	$114.30	$0.00	0%	
PSY									
PSY2012	PSY2012.601	Intro to Psychological Science	200	McHale	$301.90	$301.90	$0.00	0%	
SPE									
SPC2608	SPC2608.601	Public Speaking	25	Spinka	$208.00	$208.00	$0.00	0%	
	SPC2608.602	Public Speaking	25	Spinka	$208.00	$208.00	$0.00	0%	
	SPC2608.603	Public Speaking	25	Spinka	$208.00	$208.00	$0.00	0%	
	SPC2608.691	Public Speaking	25	Spinka	$208.00	$208.00	$0.00	0%	

USF UNIVERSITY OF SOUTH FLORIDA

Textbook Affordability Report

Course Section Variance

Fall 2017
St. Petersburg Campus
General Education Courses
Recommended Materials

COURSE	COURSE SECTION	TITLE	MAX ENRL	PROFESSOR	TOTAL COST	AVG SECTION COST	TOTAL VARIANCE	PCT VAR	VAR RATING
CHM									
CHM2045	CHM2045.601	General Chemistry I	60	STAFF	$26.65	$26.65	$0.00	0%	
	CHM2045.602	General Chemistry I	73	Osegovic	$26.65	$26.65	$0.00	0%	
	CHM2045.603	General Chemistry I	60	Osegovic	$26.65	$26.65	$0.00	0%	
CHM2046	CHM2046.601	General Chemistry II	60	Osegovic	$26.65	$26.65	$0.00	0%	
	CHM2046.602	General Chemistry II	60	Osegovic	$26.65	$26.65	$0.00	0%	
ECN									
ECO2013	ECO2013.601	Econ Princpl (Macroeconomics)	58	Perk	$75.65	$75.65	$0.00	0%	
	ECO2013.691	Econ Princpl (Macroeconomics)	60	Perk	$75.65	$75.65	$0.00	0%	
	ECO2013.791	Econ Princpl (Macroeconomics)	60	Khemraj	$75.65	$75.65	$0.00	0%	
QMB2100	QMB2100.601	Bus Economic Statistics I	46	Philippe	$329.15	$329.15	$0.00	0%	
	QMB2100.791	Bus Economic Statistics I	50	Philippe	$329.15	$329.15	$0.00	0%	
ENG									
ENC1101	ENC1101.603	Composition I	25	Boynton	$32.65	$26.65	$6.00	18%	
	ENC1101.791	Composition I	25	Boynton	$20.65	$26.65	($6.00)	-29%	
ESP									
EVR2001	EVR2001.601	Intro to Environmental Science	60	Ivey	$165.30	$165.30	$0.00	0%	
	EVR2001.602	Intro to Environmental Science	60	Ivey	$165.30	$165.30	$0.00	0%	
GRA									
ART2201C	ART2201C.601	Concepts and Practices I	18	Herrmann	$16.00	$16.00	$0.00	0%	
MTH									
MAC1105	MAC1105.603	College Algebra	30	Abaquita	$195.00	$195.00	$0.00	0%	
	MAC1105.602	College Algebra	30	Abaquita	$195.00	$195.00	$0.00	0%	
	MAC1105.604	College Algebra	30	Jackson	$195.00	$195.00	$0.00	0%	
	MAC1105.605	College Algebra	30	Trutie	$195.00	$195.00	$0.00	0%	
	MAC1105.606	College Algebra	30	Swartout	$195.00	$195.00	$0.00	0%	
	MAC1105.608	College Algebra	30	Swartout	$195.00	$195.00	$0.00	0%	
	MAC1105.609	College Algebra	30	Trutie	$195.00	$195.00	$0.00	0%	
	MAC1105.601	College Algebra	30	Abaquita	$195.00	$195.00	$0.00	0%	
	MAC1105.607	College Algebra	30	Swartout	$195.00	$195.00	$0.00	0%	
MAC1147	MAC1147.605	Precalc Algebra/Trigonometry	30	Paris	$157.50	$157.50	$0.00	0%	

COURSE	COURSE SECTION	TITLE	MAX ENRL	PROFESSOR	TOTAL COST	AVG SECTION COST	TOTAL VARIANCE	PCT VAR	VAR RATING
MAC1147	MAC1147.601	Precalc Algebra/Trigonometry	30	Hoare	$157.50	$157.50	$0.00	0%	
	MAC1147.607	Precalc Algebra/Trigonometry	30	Murphy	$157.50	$157.50	$0.00	0%	
	MAC1147.603	Precalc Algebra/Trigonometry	30	Nallamshetty	$157.50	$157.50	$0.00	0%	
	MAC1147.604	Precalc Algebra/Trigonometry	30	Swartout	$157.50	$157.50	$0.00	0%	
	MAC1147.602	Precalc Algebra/Trigonometry	30	Nallamshetty	$157.50	$157.50	$0.00	0%	
	MAC1147.606	Precalc Algebra/Trigonometry	30	Paris	$157.50	$157.50	$0.00	0%	
MAC2233	MAC2233.691	Business Calculus	30	Bakhtyari	$157.15	$157.15	$0.00	0%	
	MAC2233.604	Business Calculus	30	Bakhtyari	$157.15	$157.15	$0.00	0%	
	MAC2233.601	Business Calculus	30	Nallamshetty	$157.15	$157.15	$0.00	0%	
	MAC2233.603	Business Calculus	30	Paris	$157.15	$157.15	$0.00	0%	
	MAC2233.602	Business Calculus	30	Bakhtyari	$157.15	$157.15	$0.00	0%	
MAC2311	MAC2311.603	Calculus I	26	Hoare	$184.30	$184.30	$0.00	0%	
	MAC2311.602	Calculus I	30	Hoare	$184.30	$184.30	$0.00	0%	
	MAC2311.691	Calculus I	30	Leite	$184.30	$184.30	$0.00	0%	
	MAC2311.601	Calculus I	30	Nallamshetty	$184.30	$184.30	$0.00	0%	
MGF1106	MGF1106.601	Finite Mathematics	30	Murphy	$177.15	$177.15	$0.00	0%	
	MGF1106.602	Finite Mathematics	30	Murphy	$177.15	$177.15	$0.00	0%	
	MGF1106.603	Finite Mathematics	30	Gibson-Dee	$177.15	$177.15	$0.00	0%	
MGF1107	MGF1107.601	Mathematics for Liberal Arts	30	Gibson-Dee	$177.15	$177.15	$0.00	0%	
	MGF1107.602	Mathematics for Liberal Arts	30	Stahl	$177.15	$177.15	$0.00	0%	
STA2023	STA2023.606	Introductory Statistics I	30	Janssens	$185.00	$185.00	$0.00	0%	
	STA2023.605	Introductory Statistics I	30	Janssens	$185.00	$185.00	$0.00	0%	
	STA2023.609	Introductory Statistics I	30	Murphy	$185.00	$185.00	$0.00	0%	
	STA2023.607	Introductory Statistics I	30	Trutie	$185.00	$185.00	$0.00	0%	
	STA2023.608	Introductory Statistics I	30	Stahl	$185.00	$185.00	$0.00	0%	
	STA2023.611	Introductory Statistics I	30	Murphy	$185.00	$185.00	$0.00	0%	
	STA2023.601	Introductory Statistics I	30	Stahl	$185.00	$185.00	$0.00	0%	
	STA2023.602	Introductory Statistics I	30	Janssens	$185.00	$185.00	$0.00	0%	
	STA2023.603	Introductory Statistics I	30	Stahl	$185.00	$185.00	$0.00	0%	
	STA2023.604	Introductory Statistics I	30	Trutie	$185.00	$185.00	$0.00	0%	
PHI									
PHI2010	PHI2010.601	Introduction to Philosophy	30	Starke	$19.95	$19.95	$0.00	0%	
POL									
POS2041	POS2041.601	American National Government	32	Scourfield McL	$40.00	$40.00	$0.00	0%	
PSY									
PSY3204	PSY3204.791	Psychological Statistics	120	Pezzo	$137.15	$137.15	$0.00	0%	
	PSY3204.601	Psychological Statistics	40	Owens	$137.15	$137.15	$0.00	0%	

USF
UNIVERSITY OF SOUTH FLORIDA.

Textbook Affordability Report

Course Section Variance

Fall 2017
Sarasota Campus
General Education Courses
Required Materials

COURSE	COURSE SECTION	TITLE	MAX ENRL	PROFESSOR	TOTAL COST	AVG SECTION COST	TOTAL VARIANCE	PCT VAR	VAR RATING
ANT									
ANT2410	ANT2410.521	Cultural Anthropology	25	Warner	$112.00	$112.00	$0.00	0%	
ART									
ARH2000	ARH2000.521	Art and Culture	25	Slaughter	$147.35	$147.35	$0.00	0%	
BIO									
BSC1005	BSC1005.521	Biological Prin For Non-Majors	35	Blackburn	$132.80	$132.80	$0.00	0%	
	BSC1005.522	Biological Prin For Non-Majors	35	Blackburn	$132.80	$132.80	$0.00	0%	
BSC2011	BSC2011.522	Bio II - Biological Diversity	54	Blackburn	$259.60	$259.60	$0.00	0%	
CHM									
CHM2045	CHM2045.521	General Chemistry I	52	Caswell	$339.65	$339.65	$0.00	0%	
	CHM2045.522	General Chemistry I	52	Caswell	$339.65	$339.65	$0.00	0%	
CHM2046	CHM2046.521	General Chemistry II	26	Caswell	$242.20	$242.20	$0.00	0%	
ECN									
ECO2013	ECO2013.521	Econ Princpl (Macroeconomics)	39	Snipes	$139.30	$139.30	$0.00	0%	
ECO2023	ECO2023.521	Econ Princpl (Microeconomics)	35	Snipes	$139.30	$139.30	$0.00	0%	
	ECO2023.522	Econ Princpl (Microeconomics)	36	Snipes	$139.30	$139.30	$0.00	0%	
ENG									
ENC1101	ENC1101.523	Composition I	25	Smith	$133.35	$63.12	$70.23	53%	
	ENC1101.521	Composition I	15	Ramsey	$28.00	$63.12	($35.12)	-125%	
	ENC1101.522	Composition I	15	Ramsey	$28.00	$63.12	($35.12)	-125%	
ENC1102	ENC1102.522	Composition II	25	Lawrence	$16.00	$16.00	$0.00	0%	
LIT2000	LIT2000.521	Introduction to Literature	25	Smith	$66.65	$66.65	$0.00	0%	
	LIT2000.522	Introduction to Literature	25	Senapati	$66.65	$66.65	$0.00	0%	
FIN									
GEB2011	GEB2011.521	Introduction to Business	25	Regal	$343.00	$343.00	$0.00	0%	
HUM									
HUM1020	HUM1020.521	Introduction to Humanities	25	Slaughter	$94.40	$94.40	$0.00	0%	
HUM2230	HUM2230.521	Renaissance - 20th Century	30	Gilbertson	$79.25	$79.25	$0.00	0%	
MTH									
MAC1105	MAC1105.591	College Algebra	16	Granstad	$132.00	$132.00	$0.00	0%	

COURSE	COURSE SECTION	TITLE	MAX ENRL	PROFESSOR	TOTAL COST	AVG SECTION COST	TOTAL VARIANCE	PCT VAR	VAR RATING
MAC1147	MAC1147.523	Precalc Algebra/Trigonometry	35	Hardesty	$123.20	$123.20	$0.00	0%	
MAC2233	MAC2233.521	Business Calculus	35	LaForge	$178.55	$178.55	$0.00	0%	
	MAC2233.522	Business Calculus	35	LaForge	$178.55	$178.55	$0.00	0%	
MAC2311	MAC2311.521	Calculus I	35	LaForge	$250.00	$250.00	$0.00	0%	
MAC2312	MAC2312.521	Calculus II	16	Warner	$133.95	$133.95	$0.00	0%	
MAD2104	MAD2104.522	Discrete Math	35	D'Andrea	$99.95	$99.95	$0.00	0%	
STA2023	STA2023.522	Introductory Statistics I	35	LaForge	$185.00	$149.67	$35.33	19%	
	STA2023.591	Introductory Statistics I	35	D'Andrea	$185.00	$149.67	$35.33	19%	
	STA2023.524	Introductory Statistics I	35	Pogoda	$132.00	$149.67	($17.67)	-13%	
	STA2023.523	Introductory Statistics I	35	Warner	$132.00	$149.67	($17.67)	-13%	
	STA2023.525	Introductory Statistics I	35	Warner	$132.00	$149.67	($17.67)	-13%	
	STA2023.526	Introductory Statistics I	35	Pogoda	$132.00	$149.67	($17.67)	-13%	
MUS									
MUL3011	MUL3011.591	Western Art Music in Your Life	30	Falwell	$120.00	$120.00	$0.00	0%	
PSY									
PSY2012	PSY2012.522	Intro to Psychological Science	30	Gillespie	$156.40	$156.40	$0.00	0%	
PSY3204	PSY3204.521	Psychological Statistics	25	Gillespie	$137.15	$203.55	($66.40)	-48%	
	PSY3204.522	Psychological Statistics	25	Badanich	$269.95	$203.55	$66.40	25%	
SOC									
SYG2000	SYG2000.522	Introduction to Sociology	18	Hao	$67.15	$87.90	($20.75)	-31%	
	SYG2000.521	Introduction to Sociology	30	Voelkl	$108.65	$87.90	$20.75	19%	
SPE									
SPC2608	SPC2608.521	Public Speaking	20	Grant	$135.35	$135.35	$0.00	0%	
	SPC2608.522	Public Speaking	25	Grant	$135.35	$135.35	$0.00	0%	
TAR									
THE2000	THE2000.521	Theater and Culture	25	Everett	$182.30	$182.30	$0.00	0%	

USF UNIVERSITY OF SOUTH FLORIDA

Textbook Affordability Report

Course Section Variance

Fall 2017
Sarasota Campus
General Education Courses
Recommended Materials

COURSE	COURSE SECTION	TITLE	MAX ENRL	PROFESSOR	TOTAL COST	AVG SECTION COST	TOTAL VARIANCE	PCT VAR	VAR RATING
ENG									
ENC1101	ENC1101.523	Composition I	25	Smith	$40.00	$40.00	$0.00	0%	
HTY									
AMH2010	AMH2010.521	American History I	15	Sprout	$115.85	$115.85	$0.00	0%	
	AMH2010.523	American History I	25	Sprout	$115.85	$115.85	$0.00	0%	
AMH2020	AMH2020.521	American History II	18	Sprout	$115.85	$115.85	$0.00	0%	
MTH									
MAC1105	MAC1105.521	College Algebra	35	Ortiz	$257.80	$257.80	$0.00	0%	
	MAC1105.522	College Algebra	35	Ortiz	$257.80	$257.80	$0.00	0%	
	MAC1105.523	College Algebra	35	Ortiz	$257.80	$257.80	$0.00	0%	
MAC1147	MAC1147.521	Precalc Algebra/Trigonometry	35	Warner	$210.70	$210.70	$0.00	0%	
	MAC1147.522	Precalc Algebra/Trigonometry	35	Warner	$210.70	$210.70	$0.00	0%	
MAC2312	MAC2312.521	Calculus II	16	Warner	$336.65	$336.65	$0.00	0%	
STA2023	STA2023.521	Introductory Statistics I	35	Ortiz	$185.00	$215.80	($30.80)	-17%	
	STA2023.523	Introductory Statistics I	35	Warner	$231.20	$215.80	$15.40	7%	
	STA2023.525	Introductory Statistics I	35	Warner	$231.20	$215.80	$15.40	7%	
PHY									
PHY2048	PHY2048.521	General Physics I	16	Cheng	$211.35	$211.35	$0.00	0%	
PHY2053	PHY2053.521	General Physics I	35	Cheng	$236.05	$236.05	$0.00	0%	

USF UNIVERSITY OF SOUTH FLORIDA

Textbook Affordability Report

Course Section Variance

Spring 2018
Tampa Campus
General Education Courses
Required Materials

COURSE	COURSE SECTION	TITLE	MAX ENRL	PROFESSOR	TOTAL COST	AVG SECTION COST	TOTAL VARIANCE	PCT VAR	VAR RATING
ANT									
ANT2000	ANT2000.501	Introduction to Anthropology	100	Ford	$163.00	$126.48	$36.53	22%	
	ANT2000.001	Introduction to Anthropology	43	Tricarico	$89.95	$126.48	($36.53)	-41%	
ANT2410	ANT2410.001	Cultural Anthropology	105	Ford	$21.95	$111.24	($89.29)	-407%	
	ANT2410.007	Cultural Anthropology	43	Napora	$66.95	$111.24	($44.29)	-66%	
	ANT2410.010	Cultural Anthropology	40	Caple	$40.00	$111.24	($71.24)	-178%	
	ANT2410.501	Cultural Anthropology	84	Zarger	$111.30	$111.24	$0.06	0%	
	ANT2410.014	Cultural Anthropology	43	Castaneda	$84.00	$111.24	($27.24)	-32%	
	ANT2410.012	Cultural Anthropology	43	Leisinger	$81.35	$111.24	($29.89)	-37%	
	ANT2410.004	Cultural Anthropology	82	Yelvington	$362.65	$111.24	$251.41	69%	
	ANT2410.002	Cultural Anthropology	43	Olayiwola	$81.35	$111.24	($29.89)	-37%	
	ANT2410.013	Cultural Anthropology	44	Jackson	$136.90	$111.24	$25.66	19%	
	ANT2410.005	Cultural Anthropology	60	Kadono	$81.35	$111.24	($29.89)	-37%	
	ANT2410.003	Cultural Anthropology	43	Jayaram	$155.85	$111.24	$44.61	29%	
ANT2511	ANT2511.002	Biological Anthropology	38	Bethard	$204.60	$191.08	$13.52	7%	
	ANT2511.003	Biological Anthropology	41	Hentschel-Fey	$164.05	$191.08	($27.03)	-16%	
	ANT2511.001	Biological Anthropology	50	Madrigal	$204.60	$191.08	$13.52	7%	
ANT3101	ANT3101.001	Archaeology	43	Taylor	$108.95	$155.90	($46.95)	-43%	
	ANT3101.004	Archaeology	38	Miller	$78.00	$155.90	($77.90)	-100%	
	ANT3101.005	Archaeology	42	Taylor	$108.95	$155.90	($46.95)	-43%	
	ANT3101.002	Archaeology	30	White	$327.70	$155.90	$171.80	52%	
ARC									
ARC2211	ARC2211.700	Intro to Architecture	350	Hudson	$134.35	$134.35	$0.00	0%	
	ARC2211.001	Intro to Architecture	200	Hudson	$134.35	$134.35	$0.00	0%	
ART									
ARH2000	ARH2000.001	Art and Culture	200	Slaughter	$147.35	$147.35	$0.00	0%	
	ARH2000.003	Art and Culture	461	Slaughter	$147.35	$147.35	$0.00	0%	
ARH2050	ARH2050.901	History Of Visual Arts I	30	Merrill	$178.00	$178.00	$0.00	0%	
	ARH2050.902	History Of Visual Arts I	30	Merrill	$178.00	$178.00	$0.00	0%	
ARH2051	ARH2051.903	History Of Visual Arts II	30	Merrill	$206.00	$206.00	$0.00	0%	
	ARH2051.901	History Of Visual Arts II	30	Merrill	$206.00	$206.00	$0.00	0%	
	ARH2051.904	History Of Visual Arts II	30	Merrill	$206.00	$206.00	$0.00	0%	

COURSE	COURSE SECTION	TITLE	MAX ENRL	PROFESSOR	TOTAL COST	AVG SECTION COST	TOTAL VARIANCE	PCT VAR	VAR RATING
ARH2051	ARH2051.902	History Of Visual Arts II	30	Merrill	$206.00	$206.00	$0.00	0%	
ARH3001	ARH3001.002	Introduction To Art	500	Slaughter	$227.65	$227.65	$0.00	0%	
ART2201C	ART2201C.003	Concepts and Practices I	100	Cheatham	$26.95	$26.95	$0.00	0%	
BCM									
BSC1020	BSC1020.799	The Biology of Humans	340	Vaughn	$178.45	$178.45	$0.00	0%	
BSC2010	BSC2010.004	Bio I - Cellular Processes	25	Upadhyaya	$312.30	$300.16	$12.14	4%	
	BSC2010.003	Bio I - Cellular Processes	305	Upadhyaya	$312.30	$300.16	$12.14	4%	
	BSC2010.007	Bio I - Cellular Processes	245	Brazelle	$295.30	$300.16	($4.86)	-2%	
	BSC2010.008	Bio I - Cellular Processes	43	Brazelle	$295.30	$300.16	($4.86)	-2%	
	BSC2010.011	Bio I - Cellular Processes	15	Sikorski	$295.30	$300.16	($4.86)	-2%	
	BSC2010.798	Bio I - Cellular Processes	160	Vaughn	$295.30	$300.16	($4.86)	-2%	
	BSC2010.010	Bio I - Cellular Processes	205	Sikorski	$295.30	$300.16	($4.86)	-2%	
BSC2085	BSC2085.002	Anatomy Phys I for Hlth Prof	208	Brazelle	$161.30	$161.30	$0.00	0%	
	BSC2085.003	Anatomy Phys I for Hlth Prof	10	Brazelle	$161.30	$161.30	$0.00	0%	
BSC2086	BSC2086.005	Anatomy Phys II for Hlth Prof	200	Sikorski	$237.25	$237.25	$0.00	0%	
BIN									
BSC1005	BSC1005.008	Biological Prin For Non-Majors	20	Predmore	$81.45	$81.45	$0.00	0%	
	BSC1005.700	Biological Prin For Non-Majors	200	Rubelmann	$81.45	$81.45	$0.00	0%	
	BSC1005.017	Biological Prin For Non-Majors	20	Prevost	$81.45	$81.45	$0.00	0%	
	BSC1005.016	Biological Prin For Non-Majors	20	Predmore	$81.45	$81.45	$0.00	0%	
	BSC1005.014	Biological Prin For Non-Majors	20	Predmore	$81.45	$81.45	$0.00	0%	
	BSC1005.013	Biological Prin For Non-Majors	20	Prevost	$81.45	$81.45	$0.00	0%	
	BSC1005.012	Biological Prin For Non-Majors	20	Predmore	$81.45	$81.45	$0.00	0%	
	BSC1005.011	Biological Prin For Non-Majors	20	Predmore	$81.45	$81.45	$0.00	0%	
	BSC1005.007	Biological Prin For Non-Majors	20	Predmore	$81.45	$81.45	$0.00	0%	
	BSC1005.009	Biological Prin For Non-Majors	20	Predmore	$81.45	$81.45	$0.00	0%	
	BSC1005.006	Biological Prin For Non-Majors	20	Prevost	$81.45	$81.45	$0.00	0%	
	BSC1005.003	Biological Prin For Non-Majors	20	Prevost	$81.45	$81.45	$0.00	0%	
	BSC1005.001	Biological Prin For Non-Majors	20	Prevost	$81.45	$81.45	$0.00	0%	
	BSC1005.002	Biological Prin For Non-Majors	20	Prevost	$81.45	$81.45	$0.00	0%	
	BSC1005.010	Biological Prin For Non-Majors	20	Predmore	$81.45	$81.45	$0.00	0%	
	BSC1005.005	Biological Prin For Non-Majors	20	Prevost	$81.45	$81.45	$0.00	0%	
	BSC1005.004	Biological Prin For Non-Majors	20	Prevost	$81.45	$81.45	$0.00	0%	
BSC2011	BSC2011.001	Bio II - Biological Diversity	195	Osovitz	$355.30	$355.30	$0.00	0%	
	BSC2011.006	Bio II - Biological Diversity	300	Osovitz	$355.30	$355.30	$0.00	0%	
	BSC2011.007	Bio II - Biological Diversity	285	Rubelmann	$355.30	$355.30	$0.00	0%	

COURSE	COURSE SECTION	TITLE	MAX ENRL	PROFESSOR	TOTAL COST	AVG SECTION COST	TOTAL VARIANCE	PCT VAR	VAR RATING
CHM									
CHM2020	CHM2020.001	Chem for Liberal Studies I	100	Johnston	$161.80	$161.80	$0.00	0%	
CHM2045	CHM2045.002	General Chemistry I	216	Cruz	$459.65	$459.65	$0.00	0%	
	CHM2045.004	General Chemistry I	216	Ratliff	$459.65	$459.65	$0.00	0%	
	CHM2045.001	General Chemistry I	216	Zhang	$459.65	$459.65	$0.00	0%	
	CHM2045.003	General Chemistry I	216	Kulatunga	$459.65	$459.65	$0.00	0%	
CHM2046	CHM2046.004	General Chemistry II	190	Zhang	$433.95	$433.95	$0.00	0%	
	CHM2046.003	General Chemistry II	270	Ratliff	$433.95	$433.95	$0.00	0%	
	CHM2046.001	General Chemistry II	270	Ratliff	$433.95	$433.95	$0.00	0%	
	CHM2046.002	General Chemistry II	270	Lewis	$433.95	$433.95	$0.00	0%	
	CHM2046.901	General Chemistry II	270	Bryant	$433.95	$433.95	$0.00	0%	
	CHM2046.005	General Chemistry II	270	Bryant	$433.95	$433.95	$0.00	0%	
CJP									
CCJ3014	CCJ3014.001	Crime and Justice in America	350	Cass	$234.20	$234.20	$0.00	0%	
CLA									
CLA3103	CLA3103.001	Daily Life in Ancient Greece	75	Manolaraki	$39.95	$39.95	$0.00	0%	
CLA3124	CLA3124.001	Daily Life in Ancient Rome	75	Manolaraki	$54.95	$54.95	$0.00	0%	
CLT3370	CLT3370.002	Gods, Heroes, and Monsters	25	Hedrick	$117.95	$117.95	$0.00	0%	
	CLT3370.001	Gods, Heroes, and Monsters	100	Hedrick	$117.95	$117.95	$0.00	0%	
COM									
MMC3602	MMC3602.001	Mass Communication and Society	320	Garcia	$180.00	$180.00	$0.00	0%	
ECN									
ECO1000	ECO1000.020	Basic Economics	180	Bartlett	$106.05	$106.05	$0.00	0%	
ECO2013	ECO2013.701	Econ Princpl (Macroeconomics)	400	Criss	$133.70	$225.89	($92.19)	-69%	
	ECO2013.903	Econ Princpl (Macroeconomics)	50	Rincon De Mun	$203.95	$225.89	($21.94)	-11%	
	ECO2013.901	Econ Princpl (Macroeconomics)	85	Mantius	$265.40	$225.89	$39.51	15%	
	ECO2013.099	Econ Princpl (Macroeconomics)	65	Criss	$203.95	$225.89	($21.94)	-11%	
	ECO2013.003	Econ Princpl (Macroeconomics)	47	Ghadyani	$265.40	$225.89	$39.51	15%	
	ECO2013.002	Econ Princpl (Macroeconomics)	40	Rincon De Mun	$203.95	$225.89	($21.94)	-11%	
	ECO2013.902	Econ Princpl (Macroeconomics)	47	Hornung	$265.40	$225.89	$39.51	15%	
	ECO2013.001	Econ Princpl (Macroeconomics)	40	Petrova	$265.40	$225.89	$39.51	15%	
EGS									
EGN3615	EGN3615.701	Engr Econ Social/Global Impltn	130	Weng	$165.90	$150.43	$15.48	9%	
	EGN3615.003	Engr Econ Social/Global Impltn	24	Romero Rodrig	$134.95	$150.43	($15.48)	-11%	
	EGN3615.001	Engr Econ Social/Global Impltn	150	Weng	$165.90	$150.43	$15.48	9%	
	EGN3615.901	Engr Econ Social/Global Impltn	100	Davila	$134.95	$150.43	($15.48)	-11%	
EGS3720	EGS3720.001	Globalization & Technology	120	Schnitzler	$190.95	$190.95	$0.00	0%	

COURSE	COURSE SECTION	TITLE	MAX ENRL	PROFESSOR	TOTAL COST	AVG SECTION COST	TOTAL VARIANCE	PCT VAR	VAR RATING
EGS3720	EGS3720.701	Globalization & Technology	50	Schnitzler	$190.95	$190.95	$0.00	0%	
ENG									
ENC1101	ENC1101.901	Composition I	22	Nusspickel	$50.50	$50.50	$0.00	0%	
	ENC1101.014	Composition I	22	Uddin	$50.50	$50.50	$0.00	0%	
	ENC1101.015	Composition I	22	Diederich	$50.50	$50.50	$0.00	0%	
	ENC1101.016	Composition I	11	Weiss	$50.50	$50.50	$0.00	0%	
	ENC1101.024	Composition I	22	Romigh	$50.50	$50.50	$0.00	0%	
	ENC1101.020	Composition I	22	Romigh	$50.50	$50.50	$0.00	0%	
	ENC1101.025	Composition I	22	Martin	$50.50	$50.50	$0.00	0%	
	ENC1101.022	Composition I	22	Townsend	$50.50	$50.50	$0.00	0%	
	ENC1101.902	Composition I	22	Nusspickel	$50.50	$50.50	$0.00	0%	
	ENC1101.018	Composition I	22	Diederich	$50.50	$50.50	$0.00	0%	
	ENC1101.702	Composition I	22	Drugan	$50.50	$50.50	$0.00	0%	
	ENC1101.011	Composition I	11	Ruso	$50.50	$50.50	$0.00	0%	
	ENC1101.903	Composition I	22	Khawaja	$50.50	$50.50	$0.00	0%	
	ENC1101.003	Composition I	22	Weiss	$50.50	$50.50	$0.00	0%	
	ENC1101.023	Composition I	22	Rich	$50.50	$50.50	$0.00	0%	
	ENC1101.012	Composition I	22	Campbell	$50.50	$50.50	$0.00	0%	
	ENC1101.013	Composition I	22	Diederich	$50.50	$50.50	$0.00	0%	
	ENC1101.002	Composition I	22	Uddin	$50.50	$50.50	$0.00	0%	
	ENC1101.004	Composition I	11	Weiss	$50.50	$50.50	$0.00	0%	
	ENC1101.005	Composition I	22	Gazzardi	$50.50	$50.50	$0.00	0%	
	ENC1101.006	Composition I	22	Gazzardi	$50.50	$50.50	$0.00	0%	
	ENC1101.008	Composition I	21	Ruso	$50.50	$50.50	$0.00	0%	
	ENC1101.009	Composition I	22	Pearsall	$50.50	$50.50	$0.00	0%	
	ENC1101.010	Composition I	22	Rich	$50.50	$50.50	$0.00	0%	
	ENC1101.701	Composition I	22	Nusspickel	$50.50	$50.50	$0.00	0%	
	ENC1101.001	Composition I	11	Ruso	$50.50	$50.50	$0.00	0%	
ENC1102	ENC1102.712	Composition II	22	Carr	$53.40	$53.40	$0.00	0%	
	ENC1102.052	Composition II	22	Meeler	$53.40	$53.40	$0.00	0%	
	ENC1102.069	Composition II	22	Smith	$53.40	$53.40	$0.00	0%	
	ENC1102.711	Composition II	22	Jones	$53.40	$53.40	$0.00	0%	
	ENC1102.710	Composition II	22	Jones	$53.40	$53.40	$0.00	0%	
	ENC1102.709	Composition II	22	Gaspar	$53.40	$53.40	$0.00	0%	
	ENC1102.708	Composition II	22	Gaspar	$53.40	$53.40	$0.00	0%	
	ENC1102.098	Composition II	22	Nekrashevich	$53.40	$53.40	$0.00	0%	
	ENC1102.050	Composition II	22	Templeton	$53.40	$53.40	$0.00	0%	
	ENC1102.088	Composition II	22	Gubala	$53.40	$53.40	$0.00	0%	

COURSE	COURSE SECTION	TITLE	MAX ENRL	PROFESSOR	TOTAL COST	AVG SECTION COST	TOTAL VARIANCE	PCT VAR	VAR RATING
ENC1102	ENC1102.086	Composition II	22	Ray	$53.40	$53.40	$0.00	0%	
	ENC1102.084	Composition II	22	Waddington	$53.40	$53.40	$0.00	0%	
	ENC1102.082	Composition II	22	Waddington	$53.40	$53.40	$0.00	0%	
	ENC1102.077	Composition II	22	Scott	$53.40	$53.40	$0.00	0%	
	ENC1102.714	Composition II	22	Carr	$53.40	$53.40	$0.00	0%	
	ENC1102.070	Composition II	22	Coder	$53.40	$53.40	$0.00	0%	
	ENC1102.051	Composition II	22	Heiser	$53.40	$53.40	$0.00	0%	
	ENC1102.053	Composition II	22	Griffith	$53.40	$53.40	$0.00	0%	
	ENC1102.076	Composition II	22	Miles	$53.40	$53.40	$0.00	0%	
	ENC1102.717	Composition II	22	Hanson	$53.40	$53.40	$0.00	0%	
	ENC1102.909	Composition II	22	Miller	$53.40	$53.40	$0.00	0%	
	ENC1102.908	Composition II	22	Larson	$53.40	$53.40	$0.00	0%	
	ENC1102.906	Composition II	22	Drugan	$53.40	$53.40	$0.00	0%	
	ENC1102.910	Composition II	22	Miller	$53.40	$53.40	$0.00	0%	
	ENC1102.089	Composition II	22	Miller	$53.40	$53.40	$0.00	0%	
	ENC1102.715	Composition II	22	Hanson	$53.40	$53.40	$0.00	0%	
	ENC1102.093	Composition II	22	Coder	$53.40	$53.40	$0.00	0%	
	ENC1102.097	Composition II	22	Griffith	$53.40	$53.40	$0.00	0%	
	ENC1102.707	Composition II	22	Thornton	$53.40	$53.40	$0.00	0%	
	ENC1102.718	Composition II	22	Drugan	$53.40	$53.40	$0.00	0%	
	ENC1102.054	Composition II	22	Meeler	$53.40	$53.40	$0.00	0%	
	ENC1102.716	Composition II	22	Changamire	$53.40	$53.40	$0.00	0%	
	ENC1102.903	Composition II	22	Drugan	$53.40	$53.40	$0.00	0%	
	ENC1102.003	Composition II	22	Adams	$53.40	$53.40	$0.00	0%	
	ENC1102.014	Composition II	22	Collins	$53.40	$53.40	$0.00	0%	
	ENC1102.013	Composition II	22	Sidlasky	$53.40	$53.40	$0.00	0%	
	ENC1102.012	Composition II	22	Miller	$53.40	$53.40	$0.00	0%	
	ENC1102.035	Composition II	22	Harper	$53.40	$53.40	$0.00	0%	
	ENC1102.705	Composition II	22	Phillips	$53.40	$53.40	$0.00	0%	
	ENC1102.704	Composition II	22	Fischer	$53.40	$53.40	$0.00	0%	
	ENC1102.701	Composition II	22	Fischer	$53.40	$53.40	$0.00	0%	
	ENC1102.106	Composition II	22	Nance	$53.40	$53.40	$0.00	0%	
	ENC1102.105	Composition II	22	Nance	$53.40	$53.40	$0.00	0%	
	ENC1102.103	Composition II	22	Kastan	$53.40	$53.40	$0.00	0%	
	ENC1102.102	Composition II	22	Changamire	$53.40	$53.40	$0.00	0%	
	ENC1102.100	Composition II	22	Kastan	$53.40	$53.40	$0.00	0%	
	ENC1102.046	Composition II	22	Theodosiou	$53.40	$53.40	$0.00	0%	
	ENC1102.025	Composition II	22	Johnson	$53.40	$53.40	$0.00	0%	

COURSE	COURSE SECTION	TITLE	MAX ENRL	PROFESSOR	TOTAL COST	AVG SECTION COST	TOTAL VARIANCE	PCT VAR	VAR RATING
ENC1102	ENC1102.011	Composition II	22	Larson	$53.40	$53.40	$0.00	0%	
	ENC1102.024	Composition II	22	Ring	$53.40	$53.40	$0.00	0%	
	ENC1102.706	Composition II	22	Thornton	$53.40	$53.40	$0.00	0%	
	ENC1102.016	Composition II	22	Tobin	$53.40	$53.40	$0.00	0%	
	ENC1102.048	Composition II	22	Pernicano	$53.40	$53.40	$0.00	0%	
	ENC1102.015	Composition II	22	Collins	$53.40	$53.40	$0.00	0%	
	ENC1102.047	Composition II	22	Pernicano	$53.40	$53.40	$0.00	0%	
	ENC1102.018	Composition II	22	Sidlasky	$53.40	$53.40	$0.00	0%	
	ENC1102.019	Composition II	22	Fennell	$53.40	$53.40	$0.00	0%	
	ENC1102.021	Composition II	22	Fennell	$53.40	$53.40	$0.00	0%	
	ENC1102.022	Composition II	22	Fennell	$53.40	$53.40	$0.00	0%	
	ENC1102.002	Composition II	22	Gottlieb	$53.40	$53.40	$0.00	0%	
	ENC1102.068	Composition II	22	Nekrashevich	$53.40	$53.40	$0.00	0%	
	ENC1102.001	Composition II	22	Gottlieb	$53.40	$53.40	$0.00	0%	
	ENC1102.075	Composition II	22	Miles	$53.40	$53.40	$0.00	0%	
	ENC1102.063	Composition II	22	Templeton	$53.40	$53.40	$0.00	0%	
	ENC1102.062	Composition II	22	Ring	$53.40	$53.40	$0.00	0%	
	ENC1102.061	Composition II	22	Ring	$53.40	$53.40	$0.00	0%	
	ENC1102.078	Composition II	22	Scott	$53.40	$53.40	$0.00	0%	
	ENC1102.060	Composition II	22	Ring	$53.40	$53.40	$0.00	0%	
	ENC1102.059	Composition II	22	Coder	$53.40	$53.40	$0.00	0%	
	ENC1102.058	Composition II	22	Phillips	$53.40	$53.40	$0.00	0%	
	ENC1102.087	Composition II	22	Gubala	$53.40	$53.40	$0.00	0%	
	ENC1102.099	Composition II	22	Martin	$53.40	$53.40	$0.00	0%	
	ENC1102.045	Composition II	22	Theodosiou	$53.40	$53.40	$0.00	0%	
	ENC1102.039	Composition II	22	Ray	$53.40	$53.40	$0.00	0%	
	ENC1102.027	Composition II	22	Changamire	$53.40	$53.40	$0.00	0%	
	ENC1102.029	Composition II	22	Johnson	$53.40	$53.40	$0.00	0%	
	ENC1102.032	Composition II	22	Clute	$53.40	$53.40	$0.00	0%	
	ENC1102.041	Composition II	22	Josue	$53.40	$53.40	$0.00	0%	
	ENC1102.044	Composition II	22	Smith	$53.40	$53.40	$0.00	0%	
	ENC1102.056	Composition II	22	Pernicano	$53.40	$53.40	$0.00	0%	
	ENC1102.017	Composition II	22	Adams	$53.40	$53.40	$0.00	0%	
	ENC1102.033	Composition II	22	Clute	$53.40	$53.40	$0.00	0%	
	ENC1102.023	Composition II	22	Fennell	$53.40	$53.40	$0.00	0%	
	ENC1102.036	Composition II	22	Uddin	$53.40	$53.40	$0.00	0%	
	ENC1102.004	Composition II	22	Uddin	$53.40	$53.40	$0.00	0%	
	ENC1102.008	Composition II	22	Gill	$53.40	$53.40	$0.00	0%	

COURSE	COURSE SECTION	TITLE	MAX ENRL	PROFESSOR	TOTAL COST	AVG SECTION COST	TOTAL VARIANCE	PCT VAR	VAR RATING
ENC1102	ENC1102.007	Composition II	22	Bennington	$53.40	$53.40	$0.00	0%	
	ENC1102.006	Composition II	22	Missler	$53.40	$53.40	$0.00	0%	
	ENC1102.005	Composition II	22	Tobin	$53.40	$53.40	$0.00	0%	
	ENC1102.009	Composition II	22	Changamire	$53.40	$53.40	$0.00	0%	
LIT2000	LIT2000.013	Introduction to Literature	25	Tivnan	$118.10	$64.02	$54.08	46%	
	LIT2000.001	Introduction to Literature	25	Neumeister	$101.65	$64.02	$37.63	37%	
	LIT2000.002	Introduction to Literature	25	Le Van	$63.80	$64.02	($0.22)	0%	
	LIT2000.003	Introduction to Literature	25	Curran	$38.75	$64.02	($25.27)	-65%	
	LIT2000.702	Introduction to Literature	25	Alcorn	$36.30	$64.02	($27.72)	-76%	
	LIT2000.005	Introduction to Literature	25	Stephens	$44.95	$64.02	($19.07)	-42%	
	LIT2000.011	Introduction to Literature	25	Ricketts	$20.00	$64.02	($44.02)	-220%	
	LIT2000.007	Introduction to Literature	25	Van Winkle	$101.60	$64.02	$37.58	37%	
	LIT2000.006	Introduction to Literature	25	Tootalian	$16.00	$64.02	($48.02)	-300%	
	LIT2000.012	Introduction to Literature	25	Curran	$38.75	$64.02	($25.27)	-65%	
	LIT2000.703	Introduction to Literature	25	Alcorn	$36.30	$64.02	($27.72)	-76%	
	LIT2000.008	Introduction to Literature	25	Wholuba	$86.65	$64.02	$22.63	26%	
	LIT2000.021	Introduction to Literature	25	McAdams	$26.00	$64.02	($38.02)	-146%	
	LIT2000.014	Introduction to Literature	25	Fawver	$53.95	$64.02	($10.07)	-19%	
	LIT2000.009	Introduction to Literature	25	Wiggs	$50.95	$64.02	($13.07)	-26%	
	LIT2000.022	Introduction to Literature	25	Curran	$38.75	$64.02	($25.27)	-65%	
	LIT2000.700	Introduction to Literature	25	Wilson	$86.80	$64.02	$22.78	26%	
	LIT2000.701	Introduction to Literature	25	Wilson	$86.80	$64.02	$22.78	26%	
	LIT2000.019	Introduction to Literature	25	Penuliar	$130.30	$64.02	$66.28	51%	
	LIT2000.018	Introduction to Literature	25	Harper	$96.65	$64.02	$32.63	34%	
	LIT2000.017	Introduction to Literature	25	Curran	$38.75	$64.02	($25.27)	-65%	
	LIT2000.016	Introduction to Literature	25	Kolba	$73.90	$64.02	$9.88	13%	
	LIT2000.015	Introduction to Literature	25	Wholuba	$86.65	$64.02	$22.63	26%	
ESB									
CGS2060	CGS2060.001	Intro to Computer Programming	40	Korzhova	$45.00	$45.00	$0.00	0%	
CGS2094	CGS2094.001	Cyber Ethics	50	Jeanty	$122.80	$122.80	$0.00	0%	
ESF									
EDF3514	EDF3514.002	History of Education in the US	35	Rowland	$171.00	$171.00	$0.00	0%	
FIN									
FIN2100	FIN2100.901	Personal Finance	42	Mattia	$161.95	$161.95	$0.00	0%	
GEY									
GEY2000	GEY2000.001	Introduction to Aging Sciences	100	Marino	$75.00	$75.00	$0.00	0%	
GEY3625	GEY3625.700	Sociological Aspects of Aging	75	Stanback	$95.00	$95.00	$0.00	0%	

COURSE	COURSE SECTION	TITLE	MAX ENRL	PROFESSOR	TOTAL COST	AVG SECTION COST	TOTAL VARIANCE	PCT VAR	VAR RATING
GEY4612	GEY4612.003	Psychology of Aging	35	Haley	$240.00	$240.00	$0.00	0%	
	GEY4612.001	Psychology of Aging	35	Smith	$240.00	$240.00	$0.00	0%	
	GEY4612.903	Psychology of Aging	25	Pappas	$240.00	$240.00	$0.00	0%	
	GEY4612.005	Psychology of Aging	45	Sadeq	$240.00	$240.00	$0.00	0%	
GEY4641	GEY4641.002	Death and Dying	10	Dobbs	$185.15	$185.15	$0.00	0%	
	GEY4641.901	Death and Dying	30	Etten	$185.15	$185.15	$0.00	0%	
	GEY4641.902	Death and Dying	10	Etten	$185.15	$185.15	$0.00	0%	
	GEY4641.001	Death and Dying	30	Dobbs	$185.15	$185.15	$0.00	0%	
HCS									
AMS2270	AMS2270.010	20th Century American Culture	17	Melko	$24.00	$27.50	($3.50)	-15%	
	AMS2270.008	20th Century American Culture	17	Melko	$24.00	$27.50	($3.50)	-15%	
	AMS2270.004	20th Century American Culture	7	Beeler	$31.00	$27.50	$3.50	11%	
	AMS2270.020	20th Century American Culture	6	Beeler	$31.00	$27.50	$3.50	11%	
	AMS2270.019	20th Century American Culture	17	Beeler	$31.00	$27.50	$3.50	11%	
	AMS2270.011	20th Century American Culture	17	Beeler	$31.00	$27.50	$3.50	11%	
	AMS2270.002	20th Century American Culture	7	Melko	$24.00	$27.50	($3.50)	-15%	
	AMS2270.003	20th Century American Culture	6	Melko	$24.00	$27.50	($3.50)	-15%	
HUM1020	HUM1020.001	Introduction to Humanities	200	Rinck	$138.80	$138.80	$0.00	0%	
HUM2210	HUM2210.001	Classical - Medieval Periods	75	D'Emilio	$33.85	$33.85	$0.00	0%	
HUM2522	HUM2522.001	Cultural Study of Pop Music	90	Berish	$33.15	$33.15	$0.00	0%	
HUM2593	HUM2593.001	Science in Cultural Context	35	Goldberg	$56.95	$56.95	$0.00	0%	
HON									
IDH3100	IDH3100.014	Arts/Humanities Honors	19	Falwell	$45.95	$75.93	($29.98)	-65%	
	IDH3100.005	Arts/Humanities Honors	19	Stroop	$167.90	$75.93	$91.97	55%	
	IDH3100.011	Arts/Humanities Honors	19	Arbesu	$48.95	$75.93	($26.98)	-55%	
	IDH3100.008	Arts/Humanities Honors	15	Tamang	$43.95	$75.93	($31.98)	-73%	
	IDH3100.006	Arts/Humanities Honors	19	Stroop	$167.90	$75.93	$91.97	55%	
	IDH3100.001	Arts/Humanities Honors	19	Sakai	$29.90	$75.93	($46.03)	-154%	
	IDH3100.003	Arts/Humanities Honors	19	Wilkins	$26.95	$75.93	($48.98)	-182%	
IDH3350	IDH3350.006	Natural Sciences Honors	19	McIlrath	$124.00	$89.50	$34.50	28%	
	IDH3350.005	Natural Sciences Honors	19	Dixon	$55.00	$89.50	($34.50)	-63%	
IDH3400	IDH3400.003	Soc/Behavioral Sciences Honors	19	Singh	$66.90	$114.80	($47.90)	-72%	
	IDH3400.002	Soc/Behavioral Sciences Honors	19	Singh	$66.90	$114.80	($47.90)	-72%	
	IDH3400.013	Soc/Behavioral Sciences Honors	19	Tavernier-Alma	$89.15	$114.80	($25.65)	-29%	
	IDH3400.011	Soc/Behavioral Sciences Honors	14	Steier	$46.50	$114.80	($68.30)	-147%	
	IDH3400.008	Soc/Behavioral Sciences Honors	19	Jenkins	$69.95	$114.80	($44.85)	-64%	
	IDH3400.006	Soc/Behavioral Sciences Honors	19	James	$363.55	$114.80	$248.75	68%	
	IDH3400.005	Soc/Behavioral Sciences Honors	19	Funke	$100.65	$114.80	($14.15)	-14%	

COURSE	COURSE SECTION	TITLE	MAX ENRL	PROFESSOR	TOTAL COST	AVG SECTION COST	TOTAL VARIANCE	PCT VAR	VAR RATING
IDH3600	IDH3600.002	Seminar In Applied Ethics	19	Sgambati	$24.95	$72.98	($48.03)	-193%	
	IDH3600.004	Seminar In Applied Ethics	19	Mccreery	$47.95	$72.98	($25.03)	-52%	
	IDH3600.007	Seminar In Applied Ethics	19	Mccreery	$105.65	$72.98	$32.67	31%	
	IDH3600.008	Seminar In Applied Ethics	19	Rahmanovic	$119.00	$72.98	$46.02	39%	
	IDH3600.006	Seminar In Applied Ethics	19	Ditewig	$67.35	$72.98	($5.63)	-8%	
IDH4200	IDH4200.018	Geographic Perspectives Honors	19	Davidson	$20.00	$68.45	($48.45)	-242%	
	IDH4200.021	Geographic Perspectives Honors	19	Novoa	$36.95	$68.45	($31.50)	-85%	
	IDH4200.016	Geographic Perspectives Honors	19	Tamang	$76.35	$68.45	$7.90	10%	
	IDH4200.012	Geographic Perspectives Honors	19	Ditewig	$31.90	$68.45	($36.55)	-115%	
	IDH4200.010	Geographic Perspectives Honors	19	Singh	$87.20	$68.45	$18.75	21%	
	IDH4200.009	Geographic Perspectives Honors	18	Erben	$17.00	$68.45	($51.45)	-303%	
	IDH4200.006	Geographic Perspectives Honors	19	Jawad	$63.50	$68.45	($4.95)	-8%	
	IDH4200.004	Geographic Perspectives Honors	19	Cruz	$19.95	$68.45	($48.50)	-243%	
	IDH4200.002	Geographic Perspectives Honors	19	Stroop	$168.10	$68.45	$99.65	59%	
	IDH4200.019	Geographic Perspectives Honors	19	Sakai	$63.95	$68.45	($4.50)	-7%	
	IDH4200.017	Geographic Perspectives Honors	19	Stroop	$168.10	$68.45	$99.65	59%	
HTY									
AMH2010	AMH2010.002	American History I	55	Vickers	$76.60	$76.60	$0.00	0%	
AMH2020	AMH2020.038	American History II	7	Brown	$97.30	$85.87	$11.43	12%	
	AMH2020.039	American History II	18	Chaves	$97.30	$85.87	$11.43	12%	
	AMH2020.040	American History II	7	Vickers	$23.00	$85.87	($62.87)	-273%	
	AMH2020.042	American History II	17	Brown	$97.30	$85.87	$11.43	12%	
	AMH2020.009	American History II	17	Taylor	$97.30	$85.87	$11.43	12%	
	AMH2020.007	American History II	7	Taylor	$97.30	$85.87	$11.43	12%	
	AMH2020.036	American History II	17	Vickers	$23.00	$85.87	($62.87)	-273%	
	AMH2020.702	American History II	50	Corbett	$97.30	$85.87	$11.43	12%	
	AMH2020.033	American History II	18	Arbisi	$97.30	$85.87	$11.43	12%	
	AMH2020.041	American History II	7	Chaves	$97.30	$85.87	$11.43	12%	
	AMH2020.034	American History II	7	Arbisi	$97.30	$85.87	$11.43	12%	
	AMH2020.028	American History II	17	Arbisi	$97.30	$85.87	$11.43	12%	
	AMH2020.029	American History II	7	Arbisi	$97.30	$85.87	$11.43	12%	
EUH2011	EUH2011.010	Ancient History I	70	Murray	$23.00	$23.00	$0.00	0%	
EUH2031	EUH2031.006	Modern European History II	30	Krummerich	$41.70	$41.70	$0.00	0%	
LAH2020	LAH2020.008	Latin American Civilization	90	Novoa	$68.00	$68.00	$0.00	0%	
IGS									
AFA2000	AFA2000.797	Intro to the Black Experience	90	Lahey	$73.95	$65.60	$8.35	11%	
	AFA2000.798	Intro to the Black Experience	90	Lahey	$73.95	$65.60	$8.35	11%	
	AFA2000.901	Intro to the Black Experience	60	Ponton	$48.90	$65.60	($16.70)	-34%	

COURSE	COURSE SECTION	TITLE	MAX ENRL	PROFESSOR	TOTAL COST	AVG SECTION COST	TOTAL VARIANCE	PCT VAR	VAR RATING
AFH3100	AFH3100.001	African History to 1850	47	Kissi	$88.30	$88.30	$0.00	0%	
AFH3200	AFH3200.001	African History since 1850	45	Kissi	$87.25	$87.25	$0.00	0%	
AMH3572	AMH3572.015	Africn Amer History since 1865	55	Lahey	$126.60	$126.60	$0.00	0%	
AMS3700	AMS3700.001	Racism in American Society	55	Kaplan	$44.55	$44.55	$0.00	0%	
POS2041	POS2041.700	American National Government	200	Merrick	$100.00	$158.58	($58.58)	-59%	
	POS2041.001	American National Government	47	Bertalan	$217.15	$158.58	$58.58	27%	
SPC3710	SPC3710.011	Communication & Diversity	30	James	$16.00	$16.00	$0.00	0%	
ISS									
STA2122	STA2122.002	Social Science Statistics	47	Maconi	$116.00	$100.63	$15.38	13%	
	STA2122.902	Social Science Statistics	55	Zeller	$88.00	$100.63	($12.63)	-14%	
	STA2122.501	Social Science Statistics	165	Toothman	$116.00	$100.63	$15.38	13%	
	STA2122.006	Social Science Statistics	43	Tegegne	$122.00	$100.63	$21.38	18%	
	STA2122.005	Social Science Statistics	55	Zeller	$88.00	$100.63	($12.63)	-14%	
	STA2122.003	Social Science Statistics	55	Zeller	$88.00	$100.63	($12.63)	-14%	
	STA2122.001	Social Science Statistics	47	Engelman	$99.00	$100.63	($1.63)	-2%	
	STA2122.004	Social Science Statistics	55	Cooper	$88.00	$100.63	($12.63)	-14%	
LIS									
LIS2005	LIS2005.721	Library & Internet Res Skills	50	Cox	$63.15	$63.15	$0.00	0%	
	LIS2005.724	Library & Internet Res Skills	50	Cox	$63.15	$63.15	$0.00	0%	
	LIS2005.722	Library & Internet Res Skills	50	Cox	$63.15	$63.15	$0.00	0%	
MSC									
OCE2001	OCE2001.650	Introduction to Oceanography	260	Arellano	$167.85	$167.85	$0.00	0%	
	OCE2001.634	Introduction to Oceanography	50	Greely	$167.85	$167.85	$0.00	0%	
MTH									
MAC1105	MAC1105.003	College Algebra	147	McWaters	$267.85	$257.85	$10.00	4%	
	MAC1105.901	College Algebra	65	Grupchev	$267.85	$257.85	$10.00	4%	
	MAC1105.799	College Algebra	10	Hopf	$207.85	$257.85	($50.00)	-24%	
	MAC1105.001	College Algebra	147	Rothstein	$267.85	$257.85	$10.00	4%	
	MAC1105.002	College Algebra	147	McWaters	$267.85	$257.85	$10.00	4%	
	MAC1105.099	College Algebra	60	Bagherian	$267.85	$257.85	$10.00	4%	
MAC1147	MAC1147.004	Precalc Algebra/Trigonometry	123	Freeman	$267.85	$259.28	$8.57	3%	
	MAC1147.005	Precalc Algebra/Trigonometry	123	Freeman	$267.85	$259.28	$8.57	3%	
	MAC1147.001	Precalc Algebra/Trigonometry	119	Masagutova	$267.85	$259.28	$8.57	3%	
	MAC1147.002	Precalc Algebra/Trigonometry	123	Ratti	$267.85	$259.28	$8.57	3%	
	MAC1147.003	Precalc Algebra/Trigonometry	123	Freeman	$267.85	$259.28	$8.57	3%	
	MAC1147.799	Precalc Algebra/Trigonometry	10	Hopf	$207.85	$259.28	($51.43)	-25%	
	MAC1147.901	Precalc Algebra/Trigonometry	40	Ahmed	$267.85	$259.28	$8.57	3%	

COURSE	COURSE SECTION	TITLE	MAX ENRL	PROFESSOR	TOTAL COST	AVG SECTION COST	TOTAL VARIANCE	PCT VAR	VAR RATING
MAC2233	MAC2233.003	Business Calculus	30	Lappano	$231.45	$228.29	$3.16	1%	
	MAC2233.014	Business Calculus	30	Lappano	$231.45	$228.29	$3.16	1%	
	MAC2233.001	Business Calculus	30	Lappano	$231.45	$228.29	$3.16	1%	
	MAC2233.012	Business Calculus	30	Lappano	$231.45	$228.29	$3.16	1%	
	MAC2233.004	Business Calculus	30	Lappano	$231.45	$228.29	$3.16	1%	
	MAC2233.005	Business Calculus	30	Lappano	$231.45	$228.29	$3.16	1%	
	MAC2233.006	Business Calculus	30	Lappano	$231.45	$228.29	$3.16	1%	
	MAC2233.011	Business Calculus	30	Lappano	$231.45	$228.29	$3.16	1%	
	MAC2233.013	Business Calculus	30	Lappano	$231.45	$228.29	$3.16	1%	
	MAC2233.023	Business Calculus	24	Kotarinos	$231.45	$228.29	$3.16	1%	
	MAC2233.015	Business Calculus	30	Lappano	$231.45	$228.29	$3.16	1%	
	MAC2233.016	Business Calculus	30	Lappano	$231.45	$228.29	$3.16	1%	
	MAC2233.021	Business Calculus	24	Kotarinos	$231.45	$228.29	$3.16	1%	
	MAC2233.799	Business Calculus	45	Rajaram	$171.45	$228.29	($56.84)	-33%	
	MAC2233.022	Business Calculus	24	Kotarinos	$231.45	$228.29	$3.16	1%	
	MAC2233.901	Business Calculus	22	Lappano	$231.45	$228.29	$3.16	1%	
	MAC2233.902	Business Calculus	22	Lappano	$231.45	$228.29	$3.16	1%	
	MAC2233.002	Business Calculus	30	Lappano	$231.45	$228.29	$3.16	1%	
	MAC2233.024	Business Calculus	24	Kotarinos	$231.45	$228.29	$3.16	1%	
MAC2241	MAC2241.003	Life Sciences Calculus I	30	Bieske	$344.75	$344.75	$0.00	0%	
	MAC2241.002	Life Sciences Calculus I	30	Bieske	$344.75	$344.75	$0.00	0%	
	MAC2241.004	Life Sciences Calculus I	30	Bieske	$344.75	$344.75	$0.00	0%	
	MAC2241.005	Life Sciences Calculus I	30	Bieske	$344.75	$344.75	$0.00	0%	
	MAC2241.006	Life Sciences Calculus I	30	Bieske	$344.75	$344.75	$0.00	0%	
	MAC2241.011	Life Sciences Calculus I	30	Dizona	$344.75	$344.75	$0.00	0%	
	MAC2241.001	Life Sciences Calculus I	30	Bieske	$344.75	$344.75	$0.00	0%	
	MAC2241.014	Life Sciences Calculus I	30	Dizona	$344.75	$344.75	$0.00	0%	
	MAC2241.012	Life Sciences Calculus I	30	Dizona	$344.75	$344.75	$0.00	0%	
	MAC2241.016	Life Sciences Calculus I	30	Dizona	$344.75	$344.75	$0.00	0%	
	MAC2241.901	Life Sciences Calculus I	30	Garapati	$344.75	$344.75	$0.00	0%	
	MAC2241.902	Life Sciences Calculus I	30	Garapati	$344.75	$344.75	$0.00	0%	
	MAC2241.903	Life Sciences Calculus I	30	Garapati	$344.75	$344.75	$0.00	0%	
	MAC2241.013	Life Sciences Calculus I	30	Dizona	$344.75	$344.75	$0.00	0%	
	MAC2241.015	Life Sciences Calculus I	30	Dizona	$344.75	$344.75	$0.00	0%	
MAC2242	MAC2242.901	Life Sciences Calculus II	43	Grinshpan	$284.75	$284.75	$0.00	0%	
MAC2281	MAC2281.001	Engineering Calculus I	48	Burgos	$100.00	$122.50	($22.50)	-23%	
	MAC2281.003	Engineering Calculus I	48	Grupchev	$100.00	$122.50	($22.50)	-23%	
	MAC2281.901	Engineering Calculus I	60	Kartsatos	$100.00	$122.50	($22.50)	-23%	

COURSE	COURSE SECTION	TITLE	MAX ENRL	PROFESSOR	TOTAL COST	AVG SECTION COST	TOTAL VARIANCE	PCT VAR	VAR RATING
MAC2281	MAC2281.014	Engineering Calculus I	33	Masagutova	$160.00	$122.50	$37.50	23%	
	MAC2281.012	Engineering Calculus I	33	Masagutova	$160.00	$122.50	$37.50	23%	
	MAC2281.011	Engineering Calculus I	33	Masagutova	$160.00	$122.50	$37.50	23%	
	MAC2281.004	Engineering Calculus I	60	Connelly	$100.00	$122.50	($22.50)	-23%	
	MAC2281.006	Engineering Calculus I	60	Burgos	$100.00	$122.50	($22.50)	-23%	
MAC2282	MAC2282.006	Engineering Calculus II	55	McAveety	$191.80	$191.80	$0.00	0%	
	MAC2282.004	Engineering Calculus II	55	McAveety	$191.80	$191.80	$0.00	0%	
	MAC2282.002	Engineering Calculus II	48	Garapati	$191.80	$191.80	$0.00	0%	
	MAC2282.005	Engineering Calculus II	48	Chitikov	$191.80	$191.80	$0.00	0%	
	MAC2282.901	Engineering Calculus II	54	Kerr	$191.80	$191.80	$0.00	0%	
	MAC2282.001	Engineering Calculus II	45	McAveety	$191.80	$191.80	$0.00	0%	
	MAC2282.003	Engineering Calculus II	55	McAveety	$191.80	$191.80	$0.00	0%	
	MAC2282.902	Engineering Calculus II	47	Grinshpan	$191.80	$191.80	$0.00	0%	
MAC2311	MAC2311.002	Calculus I	60	Beneteau	$100.00	$100.00	$0.00	0%	
	MAC2311.004	Calculus I	55	Connelly	$100.00	$100.00	$0.00	0%	
	MAC2311.001	Calculus I	60	Iezzi	$100.00	$100.00	$0.00	0%	
	MAC2311.901	Calculus I	52	Grizzard	$100.00	$100.00	$0.00	0%	
	MAC2311.006	Calculus I	55	Mccolm	$100.00	$100.00	$0.00	0%	
	MAC2311.005	Calculus I	55	Masagutova	$100.00	$100.00	$0.00	0%	
	MAC2311.003	Calculus I	60	Hernandez Vier	$100.00	$100.00	$0.00	0%	
MAC2312	MAC2312.001	Calculus II	55	Etcheberry	$191.80	$191.80	$0.00	0%	
	MAC2312.901	Calculus II	55	Hou	$191.80	$191.80	$0.00	0%	
	MAC2312.002	Calculus II	55	Connelly	$191.80	$191.80	$0.00	0%	
	MAC2312.005	Calculus II	55	Appiah	$191.80	$191.80	$0.00	0%	
	MAC2312.003	Calculus II	55	Lee	$191.80	$191.80	$0.00	0%	
MGF1106	MGF1106.901	Finite Mathematics	46	Theado	$352.50	$332.50	$20.00	6%	
	MGF1106.001	Finite Mathematics	180	Bieske	$352.50	$332.50	$20.00	6%	
	MGF1106.799	Finite Mathematics	10	Hopf	$292.50	$332.50	($40.00)	-14%	
MGF1107	MGF1107.001	Mathematics for Liberal Arts	105	Bieske	$235.70	$235.70	$0.00	0%	
STA2023	STA2023.024	Introductory Statistics I	30	Mudunuru	$186.45	$186.45	$0.00	0%	
	STA2023.023	Introductory Statistics I	30	Mudunuru	$186.45	$186.45	$0.00	0%	
	STA2023.022	Introductory Statistics I	30	Mudunuru	$186.45	$186.45	$0.00	0%	
	STA2023.021	Introductory Statistics I	30	Mudunuru	$186.45	$186.45	$0.00	0%	
	STA2023.016	Introductory Statistics I	30	Mudunuru	$186.45	$186.45	$0.00	0%	
	STA2023.014	Introductory Statistics I	30	Mudunuru	$186.45	$186.45	$0.00	0%	
	STA2023.013	Introductory Statistics I	30	Mudunuru	$186.45	$186.45	$0.00	0%	
	STA2023.012	Introductory Statistics I	30	Mudunuru	$186.45	$186.45	$0.00	0%	
	STA2023.904	Introductory Statistics I	30	Pokhrel	$186.45	$186.45	$0.00	0%	

COURSE	COURSE SECTION	TITLE	MAX ENRL	PROFESSOR	TOTAL COST	AVG SECTION COST	TOTAL VARIANCE	PCT VAR	VAR RATING
STA2023	STA2023.035	Introductory Statistics I	30	Sanders	$186.45	$186.45	$0.00	0%	
	STA2023.027	Introductory Statistics I	30	Mudunuru	$186.45	$186.45	$0.00	0%	
	STA2023.015	Introductory Statistics I	30	Mudunuru	$186.45	$186.45	$0.00	0%	
	STA2023.026	Introductory Statistics I	30	Mudunuru	$186.45	$186.45	$0.00	0%	
	STA2023.905	Introductory Statistics I	30	Pokhrel	$186.45	$186.45	$0.00	0%	
	STA2023.028	Introductory Statistics I	30	Mudunuru	$186.45	$186.45	$0.00	0%	
	STA2023.029	Introductory Statistics I	30	Mudunuru	$186.45	$186.45	$0.00	0%	
	STA2023.031	Introductory Statistics I	30	Sanders	$186.45	$186.45	$0.00	0%	
	STA2023.032	Introductory Statistics I	30	Sanders	$186.45	$186.45	$0.00	0%	
	STA2023.034	Introductory Statistics I	30	Sanders	$186.45	$186.45	$0.00	0%	
	STA2023.036	Introductory Statistics I	30	Sanders	$186.45	$186.45	$0.00	0%	
	STA2023.799	Introductory Statistics I	50	Rajaram	$186.45	$186.45	$0.00	0%	
	STA2023.902	Introductory Statistics I	30	Pokhrel	$186.45	$186.45	$0.00	0%	
	STA2023.025	Introductory Statistics I	30	Mudunuru	$186.45	$186.45	$0.00	0%	
	STA2023.011	Introductory Statistics I	30	Mudunuru	$186.45	$186.45	$0.00	0%	
	STA2023.901	Introductory Statistics I	30	Pokhrel	$186.45	$186.45	$0.00	0%	
	STA2023.033	Introductory Statistics I	30	Sanders	$186.45	$186.45	$0.00	0%	
MUS									
MUH2051	MUH2051.701	Folk/Trad Music World Cultures	125	Robison	$108.10	$108.10	$0.00	0%	
MUH3016	MUH3016.700	Survey Of Jazz	500	Wilkins	$141.45	$141.45	$0.00	0%	
	MUH3016.701	Survey Of Jazz	1500	Wilkins	$141.45	$141.45	$0.00	0%	
MUL2010	MUL2010.701	Music and Culture	400	Barlar	$119.95	$119.95	$0.00	0%	
MUL3011	MUL3011.701	Western Art Music in Your Life	250	Lee	$135.70	$135.70	$0.00	0%	
PHI									
PHI1103	PHI1103.001	Critical Thinking	47	Cooper	$67.00	$52.00	$15.00	22%	
	PHI1103.007	Critical Thinking	47	Mitchell	$54.00	$52.00	$2.00	4%	
	PHI1103.011	Critical Thinking	48	Mccoige	$35.00	$52.00	($17.00)	-49%	
PHI1401	PHI1401.007	Science and Society	48	Badger	$15.00	$48.98	($33.98)	-227%	
	PHI1401.001	Science and Society	47	Spink	$82.95	$48.98	$33.98	41%	
PHI1600	PHI1600.011	Introduction To Ethics	47	Manning	$54.95	$45.95	$9.00	16%	
	PHI1600.013	Introduction To Ethics	47	Mare	$36.95	$45.95	($9.00)	-24%	
PHI2010	PHI2010.009	Introduction to Philosophy	50	Sachdev	$144.95	$86.12	$58.83	41%	
	PHI2010.008	Introduction to Philosophy	50	Dutton	$58.00	$86.12	($28.12)	-48%	
	PHI2010.005	Introduction to Philosophy	75	Braver	$129.70	$86.12	$43.58	34%	
	PHI2010.006	Introduction to Philosophy	50	Rayman	$86.00	$86.12	($0.12)	0%	
	PHI2010.007	Introduction to Philosophy	44	Monson	$79.95	$86.12	($6.17)	-8%	
	PHI2010.901	Introduction to Philosophy	48	Miller	$44.95	$86.12	($41.17)	-92%	
	PHI2010.791	Introduction to Philosophy	50	Underkuffler	$44.90	$86.12	($41.22)	-92%	

COURSE	COURSE SECTION	TITLE	MAX ENRL	PROFESSOR	TOTAL COST	AVG SECTION COST	TOTAL VARIANCE	PCT VAR	VAR RATING
PHI2010	PHI2010.004	Introduction to Philosophy	48	Rayman	$86.00	$86.12	($0.12)	0%	
	PHI2010.002	Introduction to Philosophy	25	Brown	$100.60	$86.12	$14.48	14%	
PHI2101	PHI2101.005	Introduction to Formal Logic	50	Spink	$168.00	$168.00	$0.00	0%	
PHY									
PHY2020	PHY2020.001	Conceptual Physics	275	Pradhan	$164.30	$157.45	$6.85	4%	
	PHY2020.002	Conceptual Physics	225	Criss	$150.60	$157.45	($6.85)	-5%	
PHY2048	PHY2048.801	General Physics I	250	Voronine	$211.35	$211.35	$0.00	0%	
	PHY2048.802	General Physics I	250	Pan	$211.35	$211.35	$0.00	0%	
	PHY2048.981	General Physics I	250	Criss	$211.35	$211.35	$0.00	0%	
PHY2049	PHY2049.981	General Physics II	250	McCormick	$211.35	$211.35	$0.00	0%	
	PHY2049.801	General Physics II	250	Criss	$211.35	$211.35	$0.00	0%	
PHY2053	PHY2053.802	General Physics I	290	Lisenkov	$199.95	$199.95	$0.00	0%	
	PHY2053.801	General Physics I	290	Pradhan	$199.95	$199.95	$0.00	0%	
	PHY2053.803	General Physics I	290	Luhach	$199.95	$199.95	$0.00	0%	
PHY2054	PHY2054.802	General Physics II	275	Witanachchi	$199.95	$199.95	$0.00	0%	
	PHY2054.803	General Physics II	200	Woods	$199.95	$199.95	$0.00	0%	
	PHY2054.981	General Physics II	275	Chen	$199.95	$199.95	$0.00	0%	
	PHY2054.801	General Physics II	275	Chen	$199.95	$199.95	$0.00	0%	
PHY2060	PHY2060.001	Enriched General Physics I	36	Srikanth	$211.35	$211.35	$0.00	0%	
PSY									
GEY4612	GEY4612.904	Psychology of Aging	25	Pappas	$240.00	$240.00	$0.00	0%	
	GEY4612.006	Psychology of Aging	45	Sadeq	$240.00	$240.00	$0.00	0%	
	GEY4612.004	Psychology of Aging	55	Haley	$240.00	$240.00	$0.00	0%	
	GEY4612.002	Psychology of Aging	55	Smith	$240.00	$240.00	$0.00	0%	
PSY2012	PSY2012.003	Intro to Psychological Science	35	Noll	$188.55	$182.74	$5.81	3%	
	PSY2012.002	Intro to Psychological Science	35	Noll	$188.55	$182.74	$5.81	3%	
	PSY2012.006	Intro to Psychological Science	35	Noll	$188.55	$182.74	$5.81	3%	
	PSY2012.012	Intro to Psychological Science	35	Schneider-Wrig	$188.55	$182.74	$5.81	3%	
	PSY2012.011	Intro to Psychological Science	35	Schneider-Wrig	$188.55	$182.74	$5.81	3%	
	PSY2012.008	Intro to Psychological Science	35	Noll	$188.55	$182.74	$5.81	3%	
	PSY2012.007	Intro to Psychological Science	35	Noll	$188.55	$182.74	$5.81	3%	
	PSY2012.005	Intro to Psychological Science	35	Noll	$188.55	$182.74	$5.81	3%	
	PSY2012.004	Intro to Psychological Science	35	Noll	$188.55	$182.74	$5.81	3%	
	PSY2012.015	Intro to Psychological Science	35	Schneider-Wrig	$188.55	$182.74	$5.81	3%	
	PSY2012.001	Intro to Psychological Science	35	Noll	$188.55	$182.74	$5.81	3%	
	PSY2012.016	Intro to Psychological Science	35	Schneider-Wrig	$188.55	$182.74	$5.81	3%	
	PSY2012.901	Intro to Psychological Science	260	Noll	$107.15	$182.74	($75.59)	-71%	
	PSY2012.017	Intro to Psychological Science	35	Schneider-Wrig	$188.55	$182.74	$5.81	3%	

COURSE	COURSE SECTION	TITLE	MAX ENRL	PROFESSOR	TOTAL COST	AVG SECTION COST	TOTAL VARIANCE	PCT VAR	VAR RATING
PSY3204	PSY3204.015	Psychological Statistics	26	Dube	$252.05	$232.37	$19.68	8%	
	PSY3204.011	Psychological Statistics	26	Dube	$252.05	$232.37	$19.68	8%	
	PSY3204.010	Psychological Statistics	26	Dube	$252.05	$232.37	$19.68	8%	
	PSY3204.013	Psychological Statistics	26	Dube	$252.05	$232.37	$19.68	8%	
	PSY3204.012	Psychological Statistics	26	Dube	$252.05	$232.37	$19.68	8%	
	PSY3204.014	Psychological Statistics	26	Dube	$252.05	$232.37	$19.68	8%	
	PSY3204.004	Psychological Statistics	85	Talboy	$114.30	$232.37	($118.07)	-103%	
QMB									
QMB2100	QMB2100.903	Bus Economic Statistics I	128	Dummeldinger	$259.50	$259.50	$0.00	0%	
	QMB2100.901	Bus Economic Statistics I	128	Dummeldinger	$259.50	$259.50	$0.00	0%	
	QMB2100.099	Bus Economic Statistics I	50	Dummeldinger	$259.50	$259.50	$0.00	0%	
	QMB2100.902	Bus Economic Statistics I	128	Dummeldinger	$259.50	$259.50	$0.00	0%	
REL									
REL2166	REL2166.002	Intro to Religion and Ecology	100	Saunders	$33.60	$33.60	$0.00	0%	
REL2300	REL2300.003	Intro to World Religions	150	Dechant	$183.60	$196.34	($12.74)	-7%	
	REL2300.009	Intro to World Religions	200	Schneider	$215.45	$196.34	$19.11	9%	
	REL2300.001	Intro to World Religions	150	Saunders	$183.60	$196.34	($12.74)	-7%	
	REL2300.002	Intro to World Religions	150	Saunders	$183.60	$196.34	($12.74)	-7%	
	REL2300.008	Intro to World Religions	45	Schneider	$215.45	$196.34	$19.11	9%	
REL3111	REL3111.002	Religious Quest in Cont Films	43	Stidham Rogers	$113.80	$113.80	$0.00	0%	
REL3131	REL3131.901	New Religions in America	38	Cucalon	$134.15	$134.15	$0.00	0%	
SGS									
ESC2000	ESC2000.797	Introduction to Earth Science	100	Defant	$176.00	$186.04	($10.04)	-6%	
	ESC2000.003	Introduction to Earth Science	80	Marshall	$194.80	$186.04	$8.76	4%	
	ESC2000.002	Introduction to Earth Science	80	Juster	$194.80	$186.04	$8.76	4%	
	ESC2000.005	Introduction to Earth Science	60	McIlrath	$178.55	$186.04	($7.49)	-4%	
EVR2001	EVR2001.002	Intro to Environmental Science	200	Panzik	$199.30	$199.30	$0.00	0%	
	EVR2001.001	Intro to Environmental Science	195	Panzik	$199.30	$199.30	$0.00	0%	
GEA2000	GEA2000.001	World Regional Geography	195	Graham	$168.30	$131.45	$36.85	22%	
	GEA2000.501	World Regional Geography	300	Walton	$94.60	$131.45	($36.85)	-39%	
GEO2200	GEO2200.001	Intro to Physical Geography	27	Graham	$180.00	$180.00	$0.00	0%	
GEO2400	GEO2400.001	Human Geography	80	Graham	$38.00	$38.00	$0.00	0%	
GLY2010	GLY2010.003	Dyn Earth: Intro to Phys Geol	55	McIlrath	$156.00	$156.00	$0.00	0%	
	GLY2010.002	Dyn Earth: Intro to Phys Geol	20	Charbonnier	$156.00	$156.00	$0.00	0%	
SOC									
SYD3700	SYD3700.001	Racial and Ethnic Relations	50	Withers	$88.00	$88.00	$0.00	0%	
SYG2000	SYG2000.017	Introduction to Sociology	38	Tyson	$159.65	$97.48	$62.17	39%	

COURSE	COURSE SECTION	TITLE	MAX ENRL	PROFESSOR	TOTAL COST	AVG SECTION COST	TOTAL VARIANCE	PCT VAR	VAR RATING
SYG2000	SYG2000.002	Introduction to Sociology	75	Friedman	$107.15	$97.48	$9.67	9%	
	SYG2000.003	Introduction to Sociology	24	Kwan	$84.30	$97.48	($13.18)	-16%	
	SYG2000.004	Introduction to Sociology	24	Kwan	$107.15	$97.48	$9.67	9%	
	SYG2000.006	Introduction to Sociology	24	Veras	$67.15	$97.48	($30.33)	-45%	
	SYG2000.008	Introduction to Sociology	47	Liu	$202.45	$97.48	$104.97	52%	
	SYG2000.010	Introduction to Sociology	24	Veras	$84.30	$97.48	($13.18)	-16%	
	SYG2000.011	Introduction to Sociology	47	Altice	$103.00	$97.48	$5.52	5%	
	SYG2000.012	Introduction to Sociology	50	Serrao Santana	$93.70	$97.48	($3.78)	-4%	
	SYG2000.013	Introduction to Sociology	48	Venter	$89.00	$97.48	($8.48)	-10%	
	SYG2000.007	Introduction to Sociology	47	Blackwell	$129.75	$97.48	$32.27	25%	
	SYG2000.501	Introduction to Sociology	165	Toothman	$39.95	$97.48	($57.53)	-144%	
	SYG2000.901	Introduction to Sociology	55	Greek	$108.00	$97.48	$10.52	10%	
	SYG2000.015	Introduction to Sociology	48	Geiss	$77.15	$97.48	($20.33)	-26%	
	SYG2000.005	Introduction to Sociology	50	Ma	$76.00	$97.48	($21.48)	-28%	
	SYG2000.016	Introduction to Sociology	32	Casey	$31.00	$97.48	($66.48)	-214%	
SYG2010	SYG2010.001	Contemporary Social Problems	47	Sette	$140.75	$161.05	($20.30)	-14%	
	SYG2010.002	Contemporary Social Problems	47	Klein	$181.35	$161.05	$20.30	11%	
SYP3000	SYP3000.001	Social Psychology	65	Contessa	$135.90	$164.38	($28.48)	-21%	
	SYP3000.501	Social Psychology	165	Steinour	$192.85	$164.38	$28.48	15%	
SPE									
SPC2608	SPC2608.907	Public Speaking	27	Powell Young	$211.65	$205.49	$6.16	3%	
	SPC2608.001	Public Speaking	25	Smithberger	$211.65	$205.49	$6.16	3%	
	SPC2608.022	Public Speaking	25	Tian	$211.65	$205.49	$6.16	3%	
	SPC2608.024	Public Speaking	25	Gough	$134.60	$205.49	($70.89)	-53%	
	SPC2608.025	Public Speaking	25	Viera	$211.65	$205.49	$6.16	3%	
	SPC2608.908	Public Speaking	25	Powell Young	$211.65	$205.49	$6.16	3%	
	SPC2608.027	Public Speaking	25	Oglesby	$211.65	$205.49	$6.16	3%	
	SPC2608.020	Public Speaking	25	Gough	$134.60	$205.49	($70.89)	-53%	
	SPC2608.028	Public Speaking	25	Viera	$211.65	$205.49	$6.16	3%	
	SPC2608.008	Public Speaking	25	Oglesby	$211.65	$205.49	$6.16	3%	
	SPC2608.006	Public Speaking	25	Mason	$211.65	$205.49	$6.16	3%	
	SPC2608.013	Public Speaking	25	Tian	$211.65	$205.49	$6.16	3%	
	SPC2608.010	Public Speaking	25	Robb	$211.65	$205.49	$6.16	3%	
	SPC2608.003	Public Speaking	25	Alam	$211.65	$205.49	$6.16	3%	
	SPC2608.030	Public Speaking	27	Nieto Fernande	$211.65	$205.49	$6.16	3%	
	SPC2608.019	Public Speaking	25	Woodruffe	$211.65	$205.49	$6.16	3%	
	SPC2608.021	Public Speaking	25	Sanders	$211.65	$205.49	$6.16	3%	
	SPC2608.009	Public Speaking	25	Clements	$211.65	$205.49	$6.16	3%	

COURSE	COURSE SECTION	TITLE	MAX ENRL	PROFESSOR	TOTAL COST	AVG SECTION COST	TOTAL VARIANCE	PCT VAR	VAR RATING
SPC2608	SPC2608.011	Public Speaking	25	Woodruffe	$211.65	$205.49	$6.16	3%	
	SPC2608.004	Public Speaking	25	Smithberger	$211.65	$205.49	$6.16	3%	
	SPC2608.005	Public Speaking	25	Alam	$211.65	$205.49	$6.16	3%	
	SPC2608.018	Public Speaking	25	Magalona	$211.65	$205.49	$6.16	3%	
	SPC2608.017	Public Speaking	25	Nieto Fernande	$211.65	$205.49	$6.16	3%	
	SPC2608.016	Public Speaking	25	Sanders	$211.65	$205.49	$6.16	3%	
	SPC2608.007	Public Speaking	25	Mason	$211.65	$205.49	$6.16	3%	
SPC3301	SPC3301.003	Interpersonal Communication	30	Anderson	$90.95	$90.95	$0.00	0%	
	SPC3301.005	Interpersonal Communication	30	Peters	$90.95	$90.95	$0.00	0%	
	SPC3301.006	Interpersonal Communication	30	Scheffels	$90.95	$90.95	$0.00	0%	
	SPC3301.002	Interpersonal Communication	30	Peters	$90.95	$90.95	$0.00	0%	
	SPC3301.004	Interpersonal Communication	30	Scheffels	$90.95	$90.95	$0.00	0%	
	SPC3301.902	Interpersonal Communication	30	Anderson	$90.95	$90.95	$0.00	0%	
SPC3710	SPC3710.001	Communication & Diversity	100	James	$16.00	$16.00	$0.00	0%	
WST									
WST2250	WST2250.797	Female Experience in America	100	Serls	$17.00	$17.00	$0.00	0%	
WST2600	WST2600.006	Human Sexual Behavior	38	Ellerman-Quee	$100.00	$100.00	$0.00	0%	
WST3324	WST3324.797	Women, Environment, and Gend	150	Fine	$31.95	$31.95	$0.00	0%	
WST4320	WST4320.001	The Politics of Women's Health	35	Price-Herndl	$106.65	$106.65	$0.00	0%	

USF
UNIVERSITY OF SOUTH FLORIDA

Textbook Affordability Report

Course Section Variance

Spring 2018
Tampa Campus
General Education Courses
Recommended Materials

COURSE	COURSE SECTION	TITLE	MAX ENRL	PROFESSOR	TOTAL COST	AVG SECTION COST	TOTAL VARIANCE	PCT VAR	VAR RATING
ANT									
ANT2410	ANT2410.501	Cultural Anthropology	84	Zarger	$26.65	$26.65	$0.00	0%	
CLA									
CLT3370	CLT3370.001	Gods, Heroes, and Monsters	100	Hedrick	$12.95	$12.95	$0.00	0%	
	CLT3370.002	Gods, Heroes, and Monsters	25	Hedrick	$12.95	$12.95	$0.00	0%	
ECN									
ECO1000	ECO1000.020	Basic Economics	180	Bartlett	$167.50	$167.50	$0.00	0%	
ECO2013	ECO2013.004	Econ Princpl (Macroeconomics)	47	Qadimi Rabban	$265.40	$265.40	$0.00	0%	
HON									
IDH3100	IDH3100.008	Arts/Humanities Honors	15	Tamang	$34.00	$34.00	$0.00	0%	
IDH4200	IDH4200.016	Geographic Perspectives Honors	19	Tamang	$34.00	$34.00	$0.00	0%	
HTY									
EUH2031	EUH2031.006	Modern European History II	30	Krummerich	$92.55	$92.55	$0.00	0%	
IGS									
AMH3572	AMH3572.015	Africn Amer History since 1865	55	Lahey	$145.75	$145.75	$0.00	0%	
SPC3710	SPC3710.011	Communication & Diversity	30	James	$139.95	$139.95	$0.00	0%	
PHI									
PHI2010	PHI2010.002	Introduction to Philosophy	25	Brown	$36.65	$36.65	$0.00	0%	
PHY									
AST2002	AST2002.001	Descriptive Astronomy	275	Mackay	$181.55	$181.55	$0.00	0%	
AST2004	AST2004.001	Stellar Astronomy & Cosmology	195	Mackay	$158.55	$158.55	$0.00	0%	
QMB									
QMB2100	QMB2100.901	Bus Economic Statistics I	128	Dummeldinger	$47.10	$47.10	$0.00	0%	
	QMB2100.099	Bus Economic Statistics I	50	Dummeldinger	$47.10	$47.10	$0.00	0%	
	QMB2100.902	Bus Economic Statistics I	128	Dummeldinger	$47.10	$47.10	$0.00	0%	
	QMB2100.903	Bus Economic Statistics I	128	Dummeldinger	$47.10	$47.10	$0.00	0%	
REL									
REL2300	REL2300.003	Intro to World Religions	150	Dechant	$61.95	$61.95	$0.00	0%	

COURSE	COURSE SECTION	TITLE	MAX ENRL	PROFESSOR	TOTAL COST	AVG SECTION COST	TOTAL VARIANCE	PCT VAR	VAR RATING
SGS									
EVR2001	EVR2001.003	Intro to Environmental Science	200	Pathak	$165.30	$165.30	$0.00	0%	
SPE									
SPC3710	SPC3710.001	Communication & Diversity	100	James	$139.95	$139.95	$0.00	0%	
WST									
WST3324	WST3324.797	Women, Environment, and Gend	150	Fine	$50.95	$50.95	$0.00	0%	

Textbook Affordability Report

Course Section Variance

Spring 2018
St. Petersburg Campus
General Education Courses
Required Materials

COURSE	COURSE SECTION	TITLE	MAX ENRL	PROFESSOR	TOTAL COST	AVG SECTION COST	TOTAL VARIANCE	PCT VAR	VAR RATING
ANT									
ANT2000	ANT2000.601	Introduction to Anthropology	55	Arthur	$110.00	$110.00	$0.00	0%	
ANT2410	ANT2410.601	Cultural Anthropology	55	Arthur	$161.30	$113.15	$48.15	30%	
	ANT2410.602	Cultural Anthropology	45	Dixon	$89.00	$113.15	($24.15)	-27%	
	ANT2410.691	Cultural Anthropology	45	Rahman	$89.15	$113.15	($24.00)	-27%	
ANT2511	ANT2511.601	Biological Anthropology	24	Dixon	$141.68	$141.68	$0.00	0%	
ART									
ARH2000	ARH2000.601	Art and Culture	30	Paris	$255.60	$255.60	$0.00	0%	
	ARH2000.602	Art and Culture	30	Boyer	$255.60	$255.60	$0.00	0%	
ARH2050	ARH2050.602	History Of Visual Arts I	40	Boyer	$178.00	$178.00	$0.00	0%	
	ARH2050.601	History Of Visual Arts I	40	Bundrick	$178.00	$178.00	$0.00	0%	
ARH2051	ARH2051.601	History Of Visual Arts II	40	Boyer	$206.00	$206.00	$0.00	0%	
	ARH2051.602	History Of Visual Arts II	40	Bundrick	$206.00	$206.00	$0.00	0%	
ART2203C	ART2203C.602	Concepts and Practices II	18	Millspaugh	$41.00	$84.45	($43.45)	-106%	
	ART2203C.601	Concepts and Practices II	18	Watts	$82.45	$84.45	($2.00)	-2%	
	ART2203C.603	Concepts and Practices II	18	Alboreo	$129.90	$84.45	$45.45	35%	
BIO									
BSC1005	BSC1005.601	Biological Prin For Non-Majors	60	Noonan	$159.15	$159.15	$0.00	0%	
BSC2010	BSC2010.601	Bio I - Cellular Processes	60	Gainsbury	$264.80	$264.80	$0.00	0%	
	BSC2010.602	Bio I - Cellular Processes	60	Takeuchi	$264.80	$264.80	$0.00	0%	
BSC2011	BSC2011.602	Bio II - Biological Diversity	48	George	$264.80	$264.80	$0.00	0%	
	BSC2011.603	Bio II - Biological Diversity	48	Doody	$264.80	$264.80	$0.00	0%	
	BSC2011.601	Bio II - Biological Diversity	48	Radabaugh	$264.80	$264.80	$0.00	0%	
BSC2086	BSC2086.601	Anatomy Phys II for Hlth Prof	24	Carlson	$154.30	$154.30	$0.00	0%	
CHM									
CHM2020	CHM2020.601	Chem for Liberal Studies I	60	Wang	$168.95	$168.95	$0.00	0%	
CHM2045	CHM2045.601	General Chemistry I	75	Osegovic	$183.65	$183.65	$0.00	0%	
	CHM2045.602	General Chemistry I	73	Osegovic	$183.65	$183.65	$0.00	0%	
CHM2046	CHM2046.601	General Chemistry II	50	Osegovic	$183.65	$183.65	$0.00	0%	
	CHM2046.602	General Chemistry II	50	Osegovic	$183.65	$183.65	$0.00	0%	

COURSE	COURSE SECTION	TITLE	MAX ENRL	PROFESSOR	TOTAL COST	AVG SECTION COST	TOTAL VARIANCE	PCT VAR	VAR RATING
COM									
MMC3602	MMC3602.791	Mass Communication and Society	100	Walters	$92.85	$92.85	$0.00	0%	
ECN									
ECO2013	ECO2013.791	Econ Princpl (Macroeconomics)	60	Khemraj	$265.00	$265.00	$0.00	0%	
	ECO2013.792	Econ Princpl (Macroeconomics)	60	Chakraborty	$265.00	$265.00	$0.00	0%	
	ECO2013.603	Econ Princpl (Macroeconomics)	47	Khemraj	$265.00	$265.00	$0.00	0%	
	ECO2013.601	Econ Princpl (Macroeconomics)	47	Carter	$265.00	$265.00	$0.00	0%	
QMB2100	QMB2100.791	Bus Economic Statistics I	60	Philippe	$194.65	$194.65	$0.00	0%	
ENG									
ENC1101	ENC1101.792	Composition I	25	Jones	$60.00	$70.83	($10.83)	-18%	
	ENC1101.791	Composition I	25	Wise	$81.65	$70.83	$10.83	13%	
ENC1102	ENC1102.611	Composition II	25	Jones	$77.10	$76.43	$0.67	1%	
	ENC1102.603	Composition II	25	Oswald	$62.15	$76.43	($14.28)	-23%	
	ENC1102.793	Composition II	25	Bandyopadhya	$87.40	$76.43	$10.97	13%	
	ENC1102.612	Composition II	25	Oswald	$62.15	$76.43	($14.28)	-23%	
	ENC1102.610	Composition II	25	Eichenbaum	$79.15	$76.43	$2.72	3%	
	ENC1102.791	Composition II	25	Jones	$77.10	$76.43	$0.67	1%	
	ENC1102.605	Composition II	25	Ulrich	$77.10	$76.43	$0.67	1%	
	ENC1102.792	Composition II	25	Bandyopadhya	$87.40	$76.43	$10.97	13%	
	ENC1102.606	Composition II	25	Ulrich	$77.10	$76.43	$0.67	1%	
	ENC1102.607	Composition II	25	Ulrich	$77.10	$76.43	$0.67	1%	
	ENC1102.614	Composition II	25	Farmen	$76.95	$76.43	$0.52	1%	
HUM1020	HUM1020.602	Introduction to Humanities	25	Eichenbaum	$209.20	$93.49	$115.71	55%	
LIT2000	LIT2000.601	Introduction to Literature	25	Hallock	$66.65	$76.65	($10.00)	-15%	
	LIT2000.603	Introduction to Literature	25	Farmen	$81.65	$76.65	$5.00	6%	
	LIT2000.691	Introduction to Literature	25	Farmen	$81.65	$76.65	$5.00	6%	
THE2000	THE2000.601	Theater and Culture	25	Canary	$149.10	$149.10	$0.00	0%	
ESP									
ESC2000	ESC2000.601	Introduction to Earth Science	70	Smoak	$194.80	$194.80	$0.00	0%	
GPY									
GEA2000	GEA2000.691	World Regional Geography	35	Wong	$174.10	$174.10	$0.00	0%	
HON									
HUM1020	HUM1020.601	Introduction to Humanities	30	O'Connor	$62.85	$93.49	($30.64)	-49%	
IDH3350	IDH3350.601	Natural Sciences Honors	30	Greely	$17.00	$17.00	$0.00	0%	
HTY									
AMH2010	AMH2010.601	American History I	48	Vogt III	$118.88	$118.88	$0.00	0%	

COURSE	COURSE SECTION	TITLE	MAX ENRL	PROFESSOR	TOTAL COST	AVG SECTION COST	TOTAL VARIANCE	PCT VAR	VAR RATING
AMH2020	AMH2020.601	American History II	40	Jones	$153.20	$153.20	$0.00	0%	
HUM1020	HUM1020.605	Introduction to Humanities	25	Heinsen-Roach	$50.95	$93.49	($42.54)	-83%	
	HUM1020.604	Introduction to Humanities	25	Heinsen-Roach	$50.95	$93.49	($42.54)	-83%	
WOH2030	WOH2030.691	World History Since 1815	35	Kopytoff	$110.40	$110.40	$0.00	0%	
	WOH2030.601	World History Since 1815	35	Kopytoff	$110.40	$110.40	$0.00	0%	
PHI									
PHI2010	PHI2010.602	Introduction to Philosophy	30	Starke	$89.95	$89.95	$0.00	0%	
	PHI2010.601	Introduction to Philosophy	30	Starke	$89.95	$89.95	$0.00	0%	
PHY									
PHY2053	PHY2053.601	General Physics I	60	Hardy	$284.00	$284.00	$0.00	0%	
PHY2054	PHY2054.601	General Physics II	50	Hardy	$284.00	$284.00	$0.00	0%	
POL									
CPO2002	CPO2002.601	Intro to Comparative Politics	40	Mantilla Rehde	$63.35	$63.35	$0.00	0%	
POS2041	POS2041.601	American National Government	40	Meyer	$128.00	$128.00	$0.00	0%	
PSY									
PSY2012	PSY2012.791	Intro to Psychological Science	225	McHale	$251.60	$251.60	$0.00	0%	
SOC									
SYG2000	SYG2000.601	Introduction to Sociology	40	Miller	$102.65	$102.65	$0.00	0%	
SPE									
SPC2608	SPC2608.691	Public Speaking	25	Spinka	$212.10	$212.10	$0.00	0%	
	SPC2608.602	Public Speaking	25	Spinka	$212.10	$212.10	$0.00	0%	
	SPC2608.606	Public Speaking	25	Spinka	$212.10	$212.10	$0.00	0%	

Textbook Affordability Report

Course Section Variance

Spring 2018
St. Petersburg Campus
General Education Courses
Recommended Materials

COURSE	COURSE SECTION	TITLE	MAX ENRL	PROFESSOR	TOTAL COST	AVG SECTION COST	TOTAL VARIANCE	PCT VAR	VAR RATING
ART									
ART2203C	ART2203C.603	Concepts and Practices II	18	Alboreo	$43.00	$43.00	$0.00	0%	
CHM									
CHM2045	CHM2045.601	General Chemistry I	75	Osegovic	$46.65	$46.65	$0.00	0%	
	CHM2045.602	General Chemistry I	73	Osegovic	$46.65	$46.65	$0.00	0%	
CHM2046	CHM2046.601	General Chemistry II	50	Osegovic	$46.65	$92.32	($45.67)	-98%	
	CHM2046.602	General Chemistry II	50	Osegovic	$46.65	$92.32	($45.67)	-98%	
	CHM2046.603	General Chemistry II	50	Wang	$183.65	$92.32	$91.33	50%	
ECN									
ECO2013	ECO2013.792	Econ Princpl (Macroeconomics)	60	Chakraborty	$75.65	$75.65	$0.00	0%	
	ECO2013.603	Econ Princpl (Macroeconomics)	47	Khemraj	$75.65	$75.65	$0.00	0%	
	ECO2013.601	Econ Princpl (Macroeconomics)	47	Carter	$75.65	$75.65	$0.00	0%	
	ECO2013.791	Econ Princpl (Macroeconomics)	60	Khemraj	$75.65	$75.65	$0.00	0%	
ENG									
ENC1102	ENC1102.611	Composition II	25	Jones	$22.30	$26.30	($4.00)	-18%	
	ENC1102.614	Composition II	25	Farmen	$34.30	$26.30	$8.00	23%	
	ENC1102.791	Composition II	25	Jones	$22.30	$26.30	($4.00)	-18%	
ESP									
EVR2001	EVR2001.601	Intro to Environmental Science	60	Ivey	$165.30	$165.30	$0.00	0%	
	EVR2001.602	Intro to Environmental Science	60	Ivey	$165.30	$165.30	$0.00	0%	
MTH									
MAC1105	MAC1105.604	College Algebra	30	Swartout	$195.00	$195.00	$0.00	0%	
	MAC1105.601	College Algebra	30	Abaquita	$195.00	$195.00	$0.00	0%	
	MAC1105.607	College Algebra	30	Swartout	$195.00	$195.00	$0.00	0%	
	MAC1105.606	College Algebra	30	Swartout	$195.00	$195.00	$0.00	0%	
MAC1147	MAC1147.602	Precalc Algebra/Trigonometry	26	Nallamshetty	$157.50	$157.50	$0.00	0%	
	MAC1147.601	Precalc Algebra/Trigonometry	22	Blumenstein	$157.50	$157.50	$0.00	0%	
	MAC1147.603	Precalc Algebra/Trigonometry	21	Abaquita	$157.50	$157.50	$0.00	0%	
	MAC1147.605	Precalc Algebra/Trigonometry	25	Blumenstein	$157.50	$157.50	$0.00	0%	
	MAC1147.604	Precalc Algebra/Trigonometry	26	Blumenstein	$157.50	$157.50	$0.00	0%	
MAC2233	MAC2233.601	Business Calculus	21	Bakhtyari	$157.50	$157.50	$0.00	0%	

COURSE	COURSE SECTION	TITLE	MAX ENRL	PROFESSOR	TOTAL COST	AVG SECTION COST	TOTAL VARIANCE	PCT VAR	VAR RATING
MAC2233	MAC2233.602	Business Calculus	23	Bakhtyari	$157.50	$157.50	$0.00	0%	
	MAC2233.691	Business Calculus	30	Bakhtyari	$157.50	$157.50	$0.00	0%	
MAC2311	MAC2311.601	Calculus I	30	Leite	$184.30	$184.30	$0.00	0%	
	MAC2311.602	Calculus I	30	Hoare	$184.30	$184.30	$0.00	0%	
	MAC2311.603	Calculus I	30	Nallamshetty	$184.30	$184.30	$0.00	0%	
	MAC2311.604	Calculus I	30	Hoare	$184.30	$184.30	$0.00	0%	
MAC2312	MAC2312.601	Calculus II	30	Leite	$184.30	$184.30	$0.00	0%	
MGF1106	MGF1106.601	Finite Mathematics	30	Stahl	$177.15	$177.15	$0.00	0%	
	MGF1106.603	Finite Mathematics	30	Stahl	$177.15	$177.15	$0.00	0%	
MGF1107	MGF1107.601	Mathematics for Liberal Arts	30	Stahl	$177.15	$177.15	$0.00	0%	
STA2023	STA2023.606	Introductory Statistics I	30	Murphy	$185.00	$185.00	$0.00	0%	
	STA2023.607	Introductory Statistics I	30	Trutie	$185.00	$185.00	$0.00	0%	
	STA2023.601	Introductory Statistics I	30	Janssens	$185.00	$185.00	$0.00	0%	
	STA2023.602	Introductory Statistics I	30	Murphy	$185.00	$185.00	$0.00	0%	
	STA2023.603	Introductory Statistics I	30	Murphy	$185.00	$185.00	$0.00	0%	
	STA2023.604	Introductory Statistics I	30	Janssens	$185.00	$185.00	$0.00	0%	
	STA2023.605	Introductory Statistics I	30	Murphy	$185.00	$185.00	$0.00	0%	
PHI									
PHI2010	PHI2010.601	Introduction to Philosophy	30	Starke	$19.95	$19.95	$0.00	0%	
	PHI2010.602	Introduction to Philosophy	30	Starke	$19.95	$19.95	$0.00	0%	
PSY									
PSY3204	PSY3204.602	Psychological Statistics	40	Owens	$137.15	$137.15	$0.00	0%	
	PSY3204.603	Psychological Statistics	112	Pezzo	$137.15	$137.15	$0.00	0%	

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Textbook Affordability Report

Course Section Variance

Spring 2018
Sarasota Campus
General Education Courses
Required Materials

COURSE	COURSE SECTION	TITLE	MAX ENRL	PROFESSOR	TOTAL COST	AVG SECTION COST	TOTAL VARIANCE	PCT VAR	VAR RATING
ANT									
ANT2000	ANT2000.521	Introduction to Anthropology	17	Warner	$246.40	$246.40	$0.00	0%	
ANT2410	ANT2410.521	Cultural Anthropology	30	Gilbertson	$66.65	$66.65	$0.00	0%	
BIO									
BSC1005	BSC1005.521	Biological Prin For Non-Majors	35	Blackburn	$135.45	$135.45	$0.00	0%	
	BSC1005.522	Biological Prin For Non-Majors	35	Blackburn	$135.45	$135.45	$0.00	0%	
BSC2010	BSC2010.521	Bio I - Cellular Processes	54	Bouchard	$180.05	$222.43	($42.38)	-24%	
	BSC2010.522	Bio I - Cellular Processes	54	Blackburn	$264.80	$222.43	$42.38	16%	
CHM									
CHM2045	CHM2045.521	General Chemistry I	40	Caswell	$339.65	$339.65	$0.00	0%	
CHM2046	CHM2046.521	General Chemistry II	40	Caswell	$339.65	$339.65	$0.00	0%	
	CHM2046.522	General Chemistry II	40	Caswell	$339.65	$339.65	$0.00	0%	
ECN									
ECO2013	ECO2013.521	Econ Princpl (Macroeconomics)	35	Snipes	$130.00	$130.00	$0.00	0%	
ECO2023	ECO2023.521	Econ Princpl (Microeconomics)	33	Schmerbeck	$130.00	$130.00	$0.00	0%	
	ECO2023.522	Econ Princpl (Microeconomics)	35	Snipes	$130.00	$130.00	$0.00	0%	
ENG									
ENC1102	ENC1102.521	Composition II	15	Ramsey	$28.00	$44.67	($16.67)	-60%	
	ENC1102.525	Composition II	25	Smith	$133.35	$44.67	$88.68	67%	
	ENC1102.524	Composition II	15	Ramsey	$28.00	$44.67	($16.67)	-60%	
	ENC1102.522	Composition II	25	Lawrence	$17.00	$44.67	($27.67)	-163%	
	ENC1102.523	Composition II	25	Lawrence	$17.00	$44.67	($27.67)	-163%	
ENC2210	ENC2210.591	Technical Writing	25	Stewart	$50.00	$50.00	$0.00	0%	
ENL3334	ENL3334.521	Shakespeare Hist. Perspective	33	Turner	$44.90	$44.90	$0.00	0%	
LIT2000	LIT2000.522	Introduction to Literature	25	Lipscomb	$75.50	$71.08	$4.43	6%	
	LIT2000.521	Introduction to Literature	25	Smith	$66.65	$71.08	($4.43)	-7%	
ESP									
EVR2001	EVR2001.522	Intro to Environmental Science	33	Freeman	$121.45	$177.73	($56.28)	-46%	
	EVR2001.521	Intro to Environmental Science	30	Blackburn	$234.00	$177.73	$56.28	24%	
GBA									
GEB2011	GEB2011.521	Introduction to Business	25	Regal	$343.00	$343.00	$0.00	0%	

COURSE	COURSE SECTION	TITLE	MAX ENRL	PROFESSOR	TOTAL COST	AVG SECTION COST	TOTAL VARIANCE	PCT VAR	VAR RATING
GEY									
GEY4641	GEY4641.591	Death and Dying	20	Black	$159.15	$159.15	$0.00	0%	
HUM									
HUM1020	HUM1020.521	Introduction to Humanities	25	Slaughter	$96.30	$96.30	$0.00	0%	
HUM2230	HUM2230.521	Renaissance - 20th Century	30	Slaughter	$80.85	$80.85	$0.00	0%	
MTH									
MAC1105	MAC1105.523	College Algebra	35	Hardesty	$146.30	$146.30	$0.00	0%	
MAC1147	MAC1147.523	Precalc Algebra/Trigonometry	35	LaForge	$210.70	$210.70	$0.00	0%	
	MAC1147.522	Precalc Algebra/Trigonometry	35	LaForge	$210.70	$210.70	$0.00	0%	
MAC2233	MAC2233.521	Business Calculus	35	LaForge	$132.00	$116.35	$15.65	12%	
	MAC2233.522	Business Calculus	16	Granstad	$100.70	$116.35	($15.65)	-16%	
MAC2311	MAC2311.522	Calculus I	35	D'Andrea	$370.00	$370.00	$0.00	0%	
MAC2312	MAC2312.521	Calculus II	16	LaForge	$250.00	$250.00	$0.00	0%	
MAD2104	MAD2104.521	Discrete Math	35	D'Andrea	$177.15	$177.15	$0.00	0%	
STA2023	STA2023.591	Introductory Statistics I	35	Ortiz	$360.20	$244.10	$116.10	32%	
	STA2023.521	Introductory Statistics I	35	Ortiz	$360.20	$244.10	$116.10	32%	
	STA2023.526	Introductory Statistics I	35	Pogoda	$132.00	$244.10	($112.10)	-85%	
	STA2023.523	Introductory Statistics I	35	D'Andrea	$120.00	$244.10	($124.10)	-103%	
	STA2023.524	Introductory Statistics I	35	Pogoda	$132.00	$244.10	($112.10)	-85%	
	STA2023.522	Introductory Statistics I	35	Ortiz	$360.20	$244.10	$116.10	32%	
MUS									
MUL2010	MUL2010.521	Music and Culture	30	Agostini	$196.65	$196.65	$0.00	0%	
MUL3011	MUL3011.521	Western Art Music in Your Life	30	Graham	$161.65	$161.65	$0.00	0%	
PHY									
PHY2020	PHY2020.521	Conceptual Physics	35	Berryman	$173.35	$173.35	$0.00	0%	
PSY									
PSY2012	PSY2012.521	Intro to Psychological Science	30	Gillespie	$159.55	$159.55	$0.00	0%	
PSY3204	PSY3204.521	Psychological Statistics	25	Badanich	$273.95	$273.95	$0.00	0%	
REL									
REL2300	REL2300.521	Intro to World Religions	30	Gilbertson	$73.35	$73.35	$0.00	0%	
SOC									
SYD3700	SYD3700.521	Racial and Ethnic Relations	30	Trent	$296.10	$296.10	$0.00	0%	
SYG2000	SYG2000.522	Introduction to Sociology	17	Voelkl	$108.65	$177.98	($69.33)	-64%	
	SYG2000.521	Introduction to Sociology	30	Trent	$247.30	$177.98	$69.33	28%	

COURSE	COURSE SECTION	TITLE	MAX ENRL	PROFESSOR	TOTAL COST	AVG SECTION COST	TOTAL VARIANCE	PCT VAR	VAR RATING
SPE									
SPC2608	SPC2608.522	Public Speaking	25	Kirksey	$69.75	$69.75	$0.00	0%	
TAR									
THE2000	THE2000.521	Theater and Culture	25	Hennelly	$157.10	$157.10	$0.00	0%	
	THE2000.522	Theater and Culture	25	Carlson	$157.10	$157.10	$0.00	0%	

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Textbook Affordability Report

Course Section Variance

Spring 2018
Sarasota Campus
General Education Courses
Recommended Materials

COURSE	COURSE SECTION	TITLE	MAX ENRL	PROFESSOR	TOTAL COST	AVG SECTION COST	TOTAL VARIANCE	PCT VAR	VAR RATING
ENG									
ENL3334	ENL3334.521	Shakespeare Hist. Perspective	33	Turner	$105.70	$105.70	$0.00	0%	
LIT2000	LIT2000.522	Introduction to Literature	25	Lipscomb	$36.65	$36.65	$0.00	0%	
HTY									
AMH2020	AMH2020.521	American History II	15	Sprout	$115.85	$115.85	$0.00	0%	
	AMH2020.522	American History II	30	Sprout	$115.85	$115.85	$0.00	0%	
MTH									
MAC1105	MAC1105.521	College Algebra	35	Ortiz	$262.95	$262.95	$0.00	0%	
	MAC1105.522	College Algebra	35	Ortiz	$262.95	$262.95	$0.00	0%	
MAC1147	MAC1147.521	Precalc Algebra/Trigonometry	35	Warner	$210.70	$210.70	$0.00	0%	
MAC2233	MAC2233.521	Business Calculus	35	LaForge	$120.00	$239.70	($119.70)	-100%	
	MAC2233.523	Business Calculus	35	D'Andrea	$359.40	$239.70	$119.70	33%	
MAC2311	MAC2311.521	Calculus I	35	Warner	$336.65	$211.65	$125.00	37%	
	MAC2311.522	Calculus I	35	D'Andrea	$86.65	$211.65	($125.00)	-144%	
MAC2312	MAC2312.521	Calculus II	16	LaForge	$120.00	$120.00	$0.00	0%	
STA2023	STA2023.525	Introductory Statistics I	35	Warner	$353.55	$156.43	$197.12	56%	
	STA2023.591	Introductory Statistics I	35	Ortiz	$47.10	$156.43	($109.33)	-232%	
	STA2023.521	Introductory Statistics I	35	Ortiz	$47.10	$156.43	($109.33)	-232%	
	STA2023.522	Introductory Statistics I	35	Ortiz	$47.10	$156.43	($109.33)	-232%	
	STA2023.523	Introductory Statistics I	35	D'Andrea	$287.30	$156.43	$130.87	46%	
PHY									
PHY2049	PHY2049.521	General Physics II	16	Cheng	$211.35	$211.35	$0.00	0%	
PHY2054	PHY2054.521	General Physics II	24	Cheng	$236.05	$236.05	$0.00	0%	

Agenda Item: III.f.

USF Board of Trustees
(September 4, 2018)

Issue: Review and Approval of Florida Institute of Oceanography (FIO) 2017-18 Annual Report

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Proposed action: Approval

Executive Summary:
USF serves as the host institution for the FIO Academic Infrastructure Support Organization (AISO) and is overseen by the USF Board of Trustees (BOT). As per the Memorandum of Understanding (MOU) agreement, an annual report covering the previous fiscal year (July 1-June 30th) should be completed no later than September 1 each year. Prior to its submission the Chanellor, no later than October 31 of each year, the report will be distributed to members of the FIO Council for review and comment and will be approved by the Provost and the BOT of the host instituti

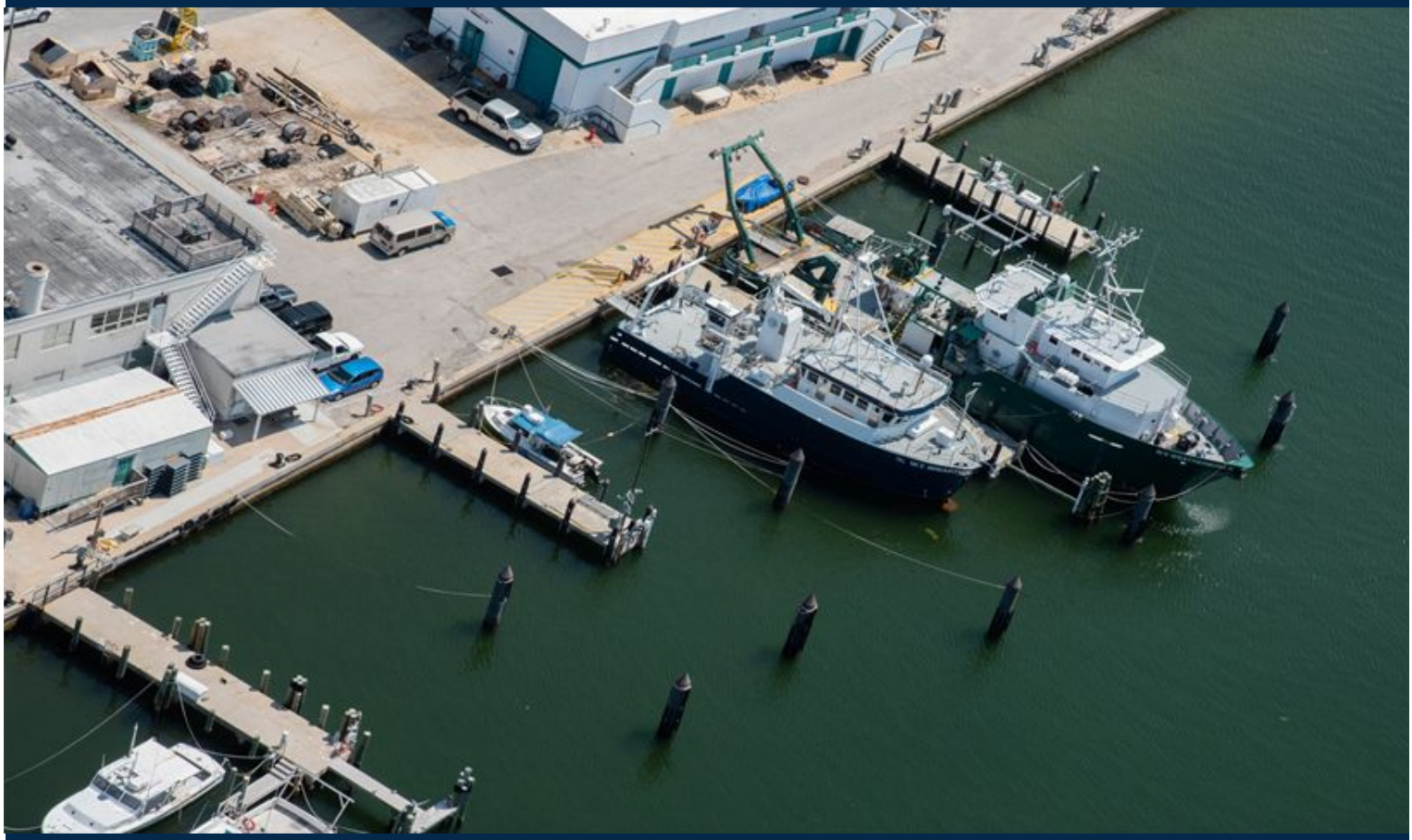
Financial Impact:

Strategic Goal(s) Item Supports: Goal 1
BOT Committee Review Date: ACE August 27, 2018
Supporting Documentation Online (*please circle*): **Yes** **No**
USF System or Institution specific: USF System
Prepared by: Dr. Philip Kramer, Director, Florida Institute of Oceanography, (727) 553-3542
,

2017-2018

FLORIDA INSTITUTE OF OCEANOGRAPHY

Annual Report



Date of Submission to Chancellor, Florida Board of Governors	October xx, 2018
Reviewed and Approved by Host Institution Board of Trustees	September xx, 2018
Reviewed by Council of Academic Vice Presidents	September xx, 2018
Date of Submission to Host Institution	August xx, 2018
Review by FIO Council	August xx, 2018

Contents

EXECUTIVE SUMMARY 4
STATE OF FIO'S INFRASTRUCTURE: 6
A New Research Vessel Joins the FIO Fleet 7
FIO Vessel Operations 8
R/V Weatherbird II 8
R/V Bellows 9
R/V Price 9
Vessel safety and crew turnover 10
Keys Marine Lab 10
CONTRIBUTIONS TO MARINE SCIENCE EDUCATION 12
Student Access and Curriculum 12
Subsidized Ship-time Awards Program 13
FIO Summer Field Course 14
CONTRIBUTIONS TO MARINE RESEARCH 15
Faculty/grants/projects supported 15
Florida Restore Act Centers of Excellence Program 16
University of Florida: 16
Florida International University 17
University of West Florida: 17
Florida State University: D 18
University of South Florida 19
University of South Florida 19
University of Central Florida 20
Nova Southeastern University 20
University of Miami: 20
University of Miami: 21
FIO OUTREACH AND LEADERSHIP 23
FIO Events/Programs 23
Florida Marine Science Symposium, October, 2017 23
Florida Coastal Mapping Program (FCMaP) workshop - January, 2018 24
R/V Hogarth Ports Tour January-March, 2018 24

Fl Oceans Day/Florida Ocean Economy Forum February, 2018 25
Meetings/visits attended by FIO staff 25
FIO Web & Social Media Outreach 27
FIO in the News 28
FINANCIAL SUMMARY 2017-18 31
LOOKING FORWARD 2018-2019 34
State of Marine Science in Florida 34
Infrastructure 34
Academic Programs 34
Research Programs 34
Strengthening the FIO Consortium 35
Priority areas of focus for the coming year 37

Our Mission

"FIO will ensure the adequacy of infrastructure support to facilitate collaborative research and education in Florida's ocean environment and serve as a coordinating body across academia, the state and federal agencies, ocean science organizations and the private sector in addressing new opportunities and problems of concern in coastal and oceanographic research and education. FIO is an enabler, a facilitator and a coordinator."

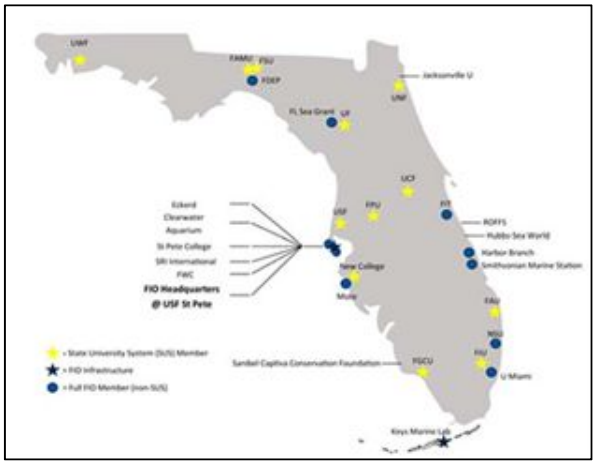
Director's Message

1. 2018 red tide fish kill on Long Boat Key, FL

The need for FIO, its assets, and the collective research capacity from its member institutions to understand, predict and protect Florida's marine and coastal environments is as great as it has ever been. As I write this note, a persistent red tide continues to kill fish and wildlife along Florida's west coast with no end in sight. Massive microscopic green algae blooms are once again in Lake Okeechobee and being released into the Caloosahatchee and St. Lucia rivers and impacting nearshore coastal waters on both coasts. In the Florida Keys, a coral disease outbreak continues to move south decimating remaining stands of live coral in the middle and lower Florida Keys. Off northeastern Florida, record amounts of floating seaweed (Sargassum) are inundating and impacting Florida's beaches- a relatively new (since 2011) but growing phenomenon. The trend towards multiple and more frequent problem outbreaks is of increasing concern. The stakes could not be higher. Florida's one trillion dollar economy relies almost entirely upon its coasts and world-class resources to attract tourism, 2nd home owners, and businesses. Finding solutions to these problems and developing a proactive approach will require a change in mindset to move away from the current reactive approach towards longer-term predictive and preventative strategies. Scientists within the FIO member institutions have the expertise to provide statewide leadership in helping Florida's citizens and policymakers understand these critical issues. FIO is also contributing by making our assets (ships, labs) available and supporting programs to facilitate research by our member institutes. However, more investment is needed particularly around expanding and strengthening environmental observing systems. For over a decade, FIO and its members have been recommending a robust State-wide observing system, high resolution mapping for coastal and marine areas, and extending long-term monitoring of water quality, critical habitats, and resources offshore. I am looking forward to exploring opportunities within FIO's members to expand cooperative and collaborative research partnerships that could address these critical issues in the year ahead. As you will read in this annual report, FIO continues to make progress last year against it's 2015-2020 strategic plan goals particularly with infrastructure (e.g., replacement of the r/V Bellows) and programs (expanding ship-time awards, FLRACEP grant opportunities). FIO remains a critical and valued asset for the State of Florida and the higher education imperative of the State University System but more needs to be done to help around addressing these recurring environmental problems for the benefit all Floridians.

EXECUTIVE SUMMARY

The Florida Institute of Oceanography is one of two Academic Infrastructure Support Organizations (AISO) established by the FL Board of Governors (BOG) and renewed in 2015 through 2020. FIO's mission is to support Florida's 12 State Universities in achieving excellence in marine science, technology, and education through providing infrastructure (vessels, field lab), programs, and information. FIO's membership also includes 9 other full member institutions and 8 associate member institutions (30 total). Unlike many other marine consortium's, FIO does not have its own faculty and only participates in research or teaching through involvement of its members. The FIO headquarters has been hosted at the University of South Florida on the St. Petersburg campus since 1978.



2. Florida Institute of Oceanography membership at a glance

FIO continues to make progress against its 2015-2020 strategic plan goals particularly in areas of infrastructure and programs. This has included expanding the assets FIO manages to include The Keys Marine Lab (KML) located in Layton, Florida- A marine field station with housing for up to 30 students and a fleet of small boats and full diving services. This year, FIO also welcomed in a new research vessel into its fleet to replace the 50 year old R/V Bellows. The R/V Hogarth is a 78' steel coastal class research vessel built with State and SUS member funds to provide affordable oceanographic marine science in Florida for the next several decades. In addition, the R/V Weatherbird II continues to be the workhorse for undertaking scientific studies related to the Deep Water Horizon oil spill and, despite being over 35 years old, remains in working order with continual refits and upgrades to her systems. The size and value of FIO's depreciable infrastructure assets (over $7.5 M in vessels alone) is larger today than at any time in our 40 year history.

On the program side, FIO continued to provide ship time to its full members through its annual competitive proposal process, research grants through the FLRACEP program, and experiential learning for undergraduates through the flag-ship Summer Field Studies 5-week Course. This year FIO provided 77 sea days of awarded ship time to 20 proposals from 9 SUS institutions and 2 private University full members. FIO also provided 99 charter days at sea for our members at subsidized (at cost) ship time on our two vessels directly supporting over 40 million dollars in grant funding to our FIO member institutions. The FLRACEP program closed out the RFP I grants which have totaled $2.6M to 10 institutions and is preparing to release the next RFP in January. This grant funding to FIO member institutions has generated 16 peer review submissions, to date with an additional 30 manuscripts in preparation or planned. The Summer Field Studies Course enrolled 17 students this year who complete the grueling 5-week/5 field labs course joining alumni, 50% who have pursued STEM related careers.

Funding to support the FIO operation comes mainly from the State of Florida through an annual appropriation which is supplemented with income generated from chartering the vessels and KML lab

fees. The 2017-18 fiscal year saw a $1.2M reduction (30%) in FIO's operating budget due to a June, 2017 line item veto by the Governor's office. FIO responded to this set-back by (1) reducing costs including not hiring for the vacant FIO Associate Director position, (2) hiring temporary ship crew to fill vacancies, (3) postponing new programs to provide additional shiptime to FIO members (graduate student ship-time awards, and (4) skipping the winter dry dock haul out for the R/V Weatherbird. In September, Hurricane Irma impacted FIO's Keys Marine Lab causing extensive flooding and damage to some of the buildings. FIO filed insurance claims (which are still being settled) and used carry-forward funds to repair the damage over a three month period to get the lab into a safe state and open again to its members (In contrast, it took 4 years to rebuild KML after hurricane Wilma in 2005). In the Spring, the bow-thruster on the Weatherbird II experienced seawater intrusion when it's main seal failed requiring a haul out and complete rebuild at a cost of over $100,000. Thus, despite cutbacks, FIO's expenses remains high around maintaining its infrastructure in good working order necessary for reducing risks around student safety.

The 2.1M in current annual Legislative support for FIO's operation (a 30% reduction from 2016-17 fiscal year) is inadequate for the organization to meet its mission. Without an increase in operational support, FIO will slip back into a state where budgetary challenges will jeopardize safely operating FIO's assets while also maintaining the programs such as ship-time grants to our members. In comparison to other University marine consortiums (LUMCON, Dauphin Island, Moss Landings), FIO stands out as having the **largest** area of State coastal waters, the **largest** number of enrolled students for its public Universities it is expected to serve (undergraduate and graduate), yet also has the distinction of receiving the **lowest** level of State current support (Figure 32). FIO can continue to operate next year with current cut-backs but will have to begin scaling back its operations and programs without an increase in operational support.

One area where FIO needs to make more progress towards its 5 year strategic plan goals is how it functions as a consortium. Members are the lifeblood of any consortium and the expertise, programs, and assets (field stations, equipment) within FIO make it one of the largest and talented in the world. Yet, the engagement and involvement of the FIO membership is not uniform. For the past eight years, The University of South Florida has been the most actively engaged of the SUS institutions both in terms of writing grant proposal that include the use FIO assets (supporting over 50% of the chartered ship time) and producing publications, thesis, and dissertation that utilize FIO resources. Larger Public University members that have a strategic emphasis on marine science research (FSU, FIU, FAU, UF) need to be more actively engaging with FIO than they currently are. Partnerships and collaborations need to be expanded to include greater diversity of ship and lab users for grants, courses, and programs that involve FIO and consortium members in some capacity. Some progress has been made this past year on increasing involvement beyond just ship-time. FIO organized a State-wide Florida Marine Science Symposium (FMSS) featuring 31 speakers from the FIO membership with over 95 attendees and several hundred on-line viewers. FIO has also developed an initial databases on marine science capacity within the FIO consortium (tenure track faculty, research faculty, researchers) which can be used to increase collaboration, identify gaps, and develop strategic initiatives for research and educational grant opportunities. In addition, FIO has developed a first draft of an infrastructure and equipment inventory across the FIO membership to facilitate sharing and utilization of assets. There are also opportunities for FIO to enhance its member Universities marine science curricula with engagement in skill-based, field-based courses at Keys Marine Lab and FIO's research vessels. Strengthening how FIO operates as a consortium will continue to be a major focus of the FIO Director with an emphasis on increasing visibility and engagement at the higher levels of the FIO membership (Presidents, Provosts, Vice Presidents of Research, BOG).

STATE OF FIO'S INFRASTRUCTURE:

For most of its 40 year history, the core of the FIO Consortium has been the physical infrastructure that is maintained and provided by FIO to its membership to facilitate and support scientific research and hands-on educational opportunities for students. FIO maintains a large fleet of safe and capable large research vessels for the FIO membership along with a marine field station in the Florida Keys (Keys Marine Lab). These assets facilitate access to coastal and offshore areas to faculty in support of grants and accredited undergraduate and graduate courses. Running large vessels is an expensive endeavor. One that most Florida Universities cannot afford to do on their own. The costs of crewing them with qualified personnel and the annual outlays for maintenance and repairs can easily exceed two million dollars per year. After working for years to replace the Bellows, this year finally saw the new Research Vessel, the R/V Hogarth come on line. With this new addition, the combined FIO vessel market value is around $7,500,000 not counting assets at Keys Marine Lab and more capable than at any other time. Paid charter usage of the assets through grants and other sources is essential to help pay for the annual operating and maintenance costs through our auxiliary accounts. An area of weakness continues to be the small number of paid users across the FIO membership that have grants to pay for the vessels and KML. In addition, several of the large grant programs that have provided ship funds to members (e.g., GOMRI, NFWF) over the past number of years are winding down. Diversifying and increasing ship and KML will be necessary for FIO to maintain is low rates and continue to be able to award subsidized ship time. Detailed summaries of each of the vessels and KML for the year are summarized below.

A New Research Vessel Joins the FIO Fleet

Construction and final fitting out of the FIO's newest research vessel, the R/V W.T. Hogarth, was completed during the summer and fall and she was formally turned over to FIO service by the end of the 2017. The $6.2 million dollar vessel was constructed on time and on-budget by Duckworth Steel Boats located in Tarpon Springs, FL- a 3rd generation family-owned Florida boat building company. A list of financial contributors and breakdown of costs for the Hogarth is shown in tables 1 and 2. The vessel features accommodation for up to 10 scientists with separate quarters for crew that are located on the 01 deck to provide better nighttime capability. The vessel cruises efficiently at 10 knots with EPA compliant tier 4 600 HP diesel engines, 2 55Kw generators, water maker, air conditioning, and an advanced sanitation treatment system. Her endurance is expected to be 7 days with a full complement. The vessel was also designed with spacious wet and dry labs and is equipped with excellent scientific capabilities for a ship of her size (computer room, dynamic positioning, EK-80 sonar system, 200 Khz ADCP, dual head multibeam, ROV, dedicated CTD J-frame and winch, A frame with 1800m of winch wire). During sea trials in the Winter and Spring she undertook voyages to Jacksonville and Pensacola facing a variety of conditions including seas up to 8 feet. She has received positive reviews for her roominess, stability, and sea-stateliness. Sea trials also identified issues which have been addressed by the Shipyard but some of these will require a haul-out in December. In addition, sea trials revealed some shortcomings in the design of some of the systems (sea chest AC cooling lines, J-frame and A-frame) which will be modified during her haul-out. The rate on the Hogarth is presently $5500/day for FIO members which is a very competitive price for a vessel of this size and capability.

4. Christening ceremony with FIO members for FIO's new research vessel, the R/V Hogarth, in May, 2017.

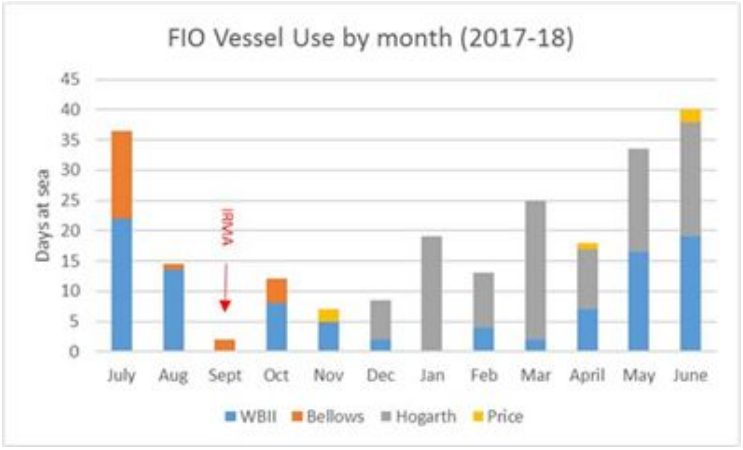
Contributors	Amount
USF	$540,000
UWF	$520,000
FAU	$180,000
FGCU	$140,000
UNF	$120,000
UF	$100,000
FIU	$60,000
FAMU	$40,000
UCF	$20,000
FSU	$20,000
FIT	$100,000
Eckerd	$80,000
NSU	$40,000
State of Florida	$3,000,000
FIO	$1,000,000
City of St. Pete	$250,000
Total	**$6,210,000**

New Vessel Construction Expenditure Summary	
Duckworth Steel Boats (construction contract, change orders, bond)	$4,539,974
Scientific equipment	$1,055,015
Risk Management	$27,935
Boska Marine Design	$264,617
Outfitting (tender, bedding, safety equip. filters, spares, etc..)	$183,512
FY18-19 Hogarth operating auxiliary	138,947
Total	$6,210,000

3. R/V W.T. Hogarth during sea trials in January, 2018.

FIO Vessel Operations

Use of FIO assets was moderate this past year and similar in level to last year. FIO vessels spent a total of 225 days at sea with 99 of those days under charter in support of FIO member grants and 77 days awarded under FIO's SUS ship-time program. An additional 49 days went towards R/V Hogarth sea trials on both the east and west Florida coasts. Severe weather, institutional cancellations, and rescheduling resulted in another 48 lost days. A the moment, FIO does not require a deposit to reserve the vessels nor a cancellation fee should the charter be cancelled which would reduce cancellations or provide some cost recovery in the event of cancellations.



5. FY '17-18 FIO vessel use by month

R/V Weatherbird II

At 36 years old, the Weatherbird II remains FIO flagship vessel and is one of the most capable and reliable coastal class research vessels in Florida. She operated primarily in the Gulf for most of the 2017-18 fiscal year supporting several expeditions up to the Northern Gulf with USF and extensive seafloor mapping and fisheries science along the west Florida shelf from Key west to Apalachicola. She was a sea for a total of 96 days (slightly lower than previous years) which included 66 charter days and 30 SUS subsidized days. In April, 2018, her water pump bow thruster experienced salt water intrusion through the main gearbox drive shaft seal that had been replaced in 2015 upon recommendations of the manufacturer. The repair will require hauling the vessel for several weeks this summer and removal and complete rebuilding of the bowthruster. Despite not having a working bowthruster, the WBII was still able to support a number of SUS educational cruises and several charter science expeditions in May and June. She also underwent a 36-day maintenance period in the winter that saw the rams of the A-frame rebuilt, a new anchor windlass installed, and new stainless steel railings fitted around the 02 deck. She will be getting her 5 year ABS inspection renewal in the winter of 2019 and is expected to continue to serve the FIO membership for the foreseeable future. A survey of her condition conducted by Redshaw Marine LLC found her to be a well-equipped vessel for her intended service, minor wear and tear

6. R/V Weatherbird II at sea. June, 2018

commensurate for a vessel of this vintage and service but well maintained. As such, she was considered in good condition for its type her estimated current market value is $850,000.

R/V Bellows

7. Semester by the Sea students touring the Bellows in 2017

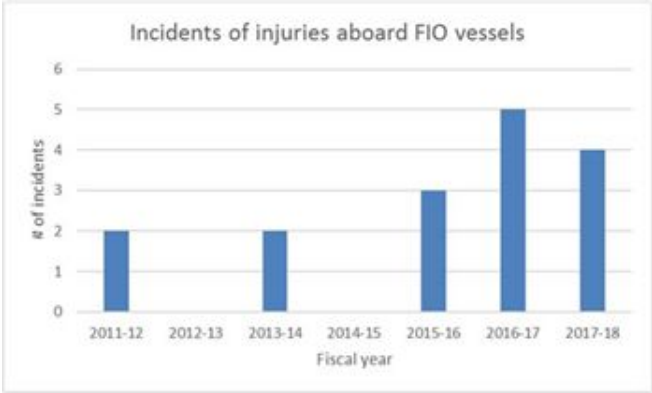
The R/V Bellows, FIO's 50 year old "floating laboratory", continued to faithfully serve faculty and students during the first half of the fiscal year but ultimately only saw a total of 22 days at sea in her final year of service with FIO. Since January, 2018 she has been moored along side the Bayboro Harbor seawall at the end of our Peninsula . She underwent a complete in-water inspection by an independent surveyor (Redshaw Marine LLC) who found the Bellows to be an adequately equipped vessel showing wear and tear commensurate with its vintage and service appearing in need of preventive material maintenance. As such she is considered in fair condition with an estimated current market value at $160,500. Since March, 2018 she has been listed on several boat brokerage websites but has received only a few inquiries to date. The plan is to continue to lower the price and try to sell her through December after which we might have to start looking into scrapping her if no buyer can be found. There will be a farewell ceremony for this stalwart little vessel at the fall FIO Council meeting in St. Petersburg.

R/V Price

8. R/V Price is set up for nearshore survey work and diving

The Price was acquired last year through a transfer from the USF College of Marine Science to FIO. This well equipped vessel is set up mainly for inshore survey work with side and bow pole mounts, a small crane, and generator for an interior workstation. FIO has spent much of the past year refurbishing the vessel with new electronics, trim tabs, dive tank ranks, new continental trailer, and renewed fuel and wiring throughout. She has seen some use from FIO members during the past year mainly for short sampling trips to Tampa Bay or for offshore buoy maintenance. Her 2018-19 day rates will be all inclusive (dedicated captain and fuel) and are set from $350-800/day depending on the number of hours and distance. She can also be trailered easily almost anywhere in the state. She will also be capable of supporting mapping and ROV scientific capabilities in the coming year and use is expected to grow. Redshaw Marine LLC RV Price was found to be an adequately equipped vessel for her intended service. It presented negligible wear and tear from normal use, and appeared to be well maintained and valued her at $22,500.

Vessel safety and crew turnover



9. Yearly summary (since FY '11-12) of reported injuries aboard FIO vessels

Over the past two years, FIO has seen an increasing trend in the number of accidents occurring aboard its research vessels (figure 8). Nearly all of these incidence have involved FIO crew being injured but the increasing trend is cause for concern. Guidance for safety at sea that applies to FIO is provided by U.S. Coast Guard regulations, American Bureau of Shipping rules, and many other required regulations. As a member of UNOLS, FIO also strives to meet many of the UNOLS Research Vessel Safety Standards (RVSS) standards used by all UNOLS operators. However, FIO has never had any of its vessel audited by the UNOLS certified inspectors (JMS Naval Architects) to provide an independent evaluation of its ships and operation. Crew departures over the past two years is another area for concern. FIO has seen six departures (nearly 50%) and has been having to rely on temporary relief crew to keep the vessels sailing while trying to recruit replacement crew. FIO will have an outside review of its marine operations by a consultant to look at the incidents, departures, and vessel operations towards providing recommendations that can improve our overall operation. The review is expected to be complete in the fall of 2018 and may be followed with a more detailed and regular inspections by JMS naval architects in the future.

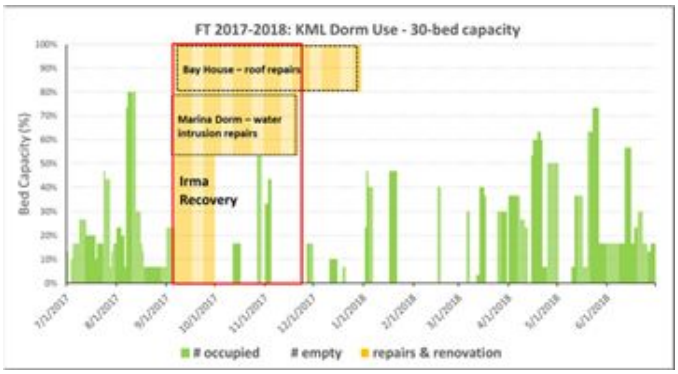
Keys Marine Lab

10. Students using the advanced seawater flow through system at KML

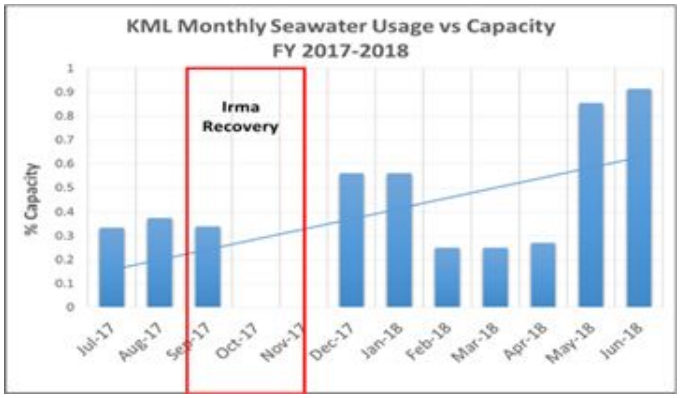
Keys Marine Lab was damaged by Hurricane Irma in September, 2017. Storm surge flooded the science office building and classroom/wet lab building and driving rain damaged the marina dormitory, marine shop and the administration building. Strong winds also removed portions of the roof on the bay house and toppled the fence and other outdoor structures. Surprisingly, the seawater well system only sustained minor damage to the shade structure, however, all of the live corals kept in the seawater tanks were lost. A safety inspection conducted as soon as staff were able to return the lab and mitigation of storm surge damage was completed within two weeks. KML staff led a massive clean-up process, including the removal of

Outstanding Staff Award for their efforts rebuilding the lab after Hurricane Irma

damaged building contents, muck from buildings, and debris from the storm surge. Lab structures, including the fence, were repaired and replaced. Volunteers from Clemson University and the Florida Institute of Oceanography (FIO) assisted with clean-up, including the tide pool, shallows, and debris removal and distribution of new gravel. During the rebuilding, visiting groups were accommodated on a limited basis, beginning in October. Most scheduled users were able to reschedule their visit within the calendar year and those unable to reschedule were able to complete their class or research at Mote Marine Lab in Summerland Key. A final inspection of the lab in January determined that all the buildings and facilities were fully operational and safe for staff, students and faculty to occupy by early January, 2018. Compared to the four years that it took to rebuild KML after Hurricane Wilma in 2005, this recovery was fairly smooth. Investments made after hurricane Wilma have made KML less prone to hurricane damage. In addition, the hard work of the KML staff and volunteers to rebuild the facility while also dealing with their personal losses was recognized by USF which recognized KML staff with a 2018 Outstanding Staff Award (figure 4).

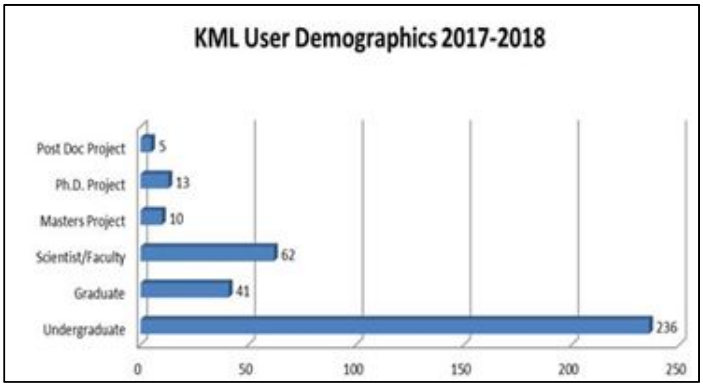


12. Occupancy at KML during FY '17-18



13. Use of KML's advanced seawater flow through system, by month, for FY '17-18.

Use of KML picked up in the spring and has been high throughout the Summer. For the year, occupancy at KML included 883 overnight stays at the lab by 330 people. A total of 83 stays for the year, with approximately 40% of the bookings from the FIO membership and 60% outside including several international users. KML supported 19 projects from 11 institutions with diving. A total of 473 dives were undertaken by 38 AAUS divers during the year. The new seawater flow through system has also seen an increase in usage last year, particularly in the late spring when usage reached over 80% capacity.



14. KML user demographic breakdown for FY '17-18

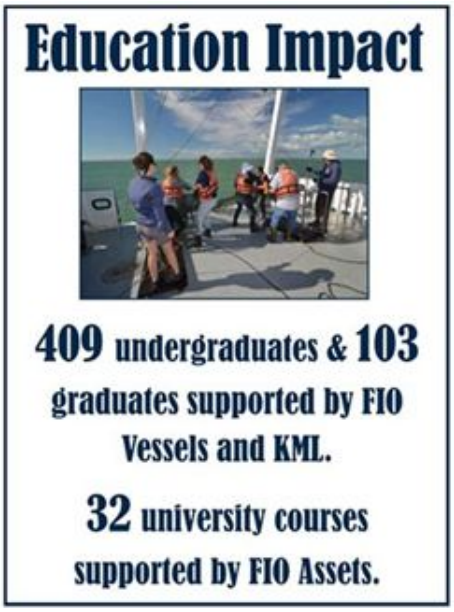
from

CONTRIBUTIONS TO MARINE SCIENCE EDUCATION

FIO's mission aligns with a number of SUS goals adopted by the BOG including (1) providing access to and production of degrees; (2) meeting statewide professional and workforce needs through providing opportunities for students to gain direct experience in marine research. FIO supports these goals by providing the infrastructure that supports marine science hands-on curriculum and student research opportunities that enhance their competitive positions for jobs in marine research and industry. Access to at-sea research facilities and a experiential learning opportunities in marine science enhances the recruitment and retention of high ability Bachelor's, Master's and PhD students and results in more degrees awarded in related high-demand, high-skilled and high-wage targeted areas. FIO also supports the BOG goal to increase the number of students in the STEM fields, provide knowledge, innovation and commercialization to boost productivity and growth in Florida's businesses and industries, and efficient resource utilization and impact of teaching and learning leading to graduation and entry into the workforce. In particular, FIO's flagship 5-institute summer field studies course (now in its 5th year) immerses students into hands on marine science and learning about Florida's unique coastal environment. Over half of the students that have graduated from this course have gone on to pursue STEM related careers.

Student Access and Curriculum

FIO's vessels were used by 173 undergraduate students during the fiscal year along with 62 graduate students. KML facilities were utilized by 236 undergraduates and 41 graduate students and supported 10 Masters and 13 Ph. D. projects. Approximately 25% of the bookings for KML during the fiscal year were primarily for educational purposes while 16% were for a combination of education and research activities. FIO's assets supported a total of 32 University courses (mostly public SUS institutions) this past year (both undergraduate and graduate).

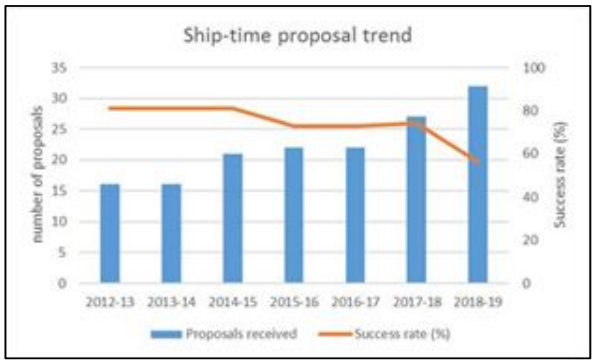


FIO Member Institutions' academic courses that used FIO assets: FY '17-18

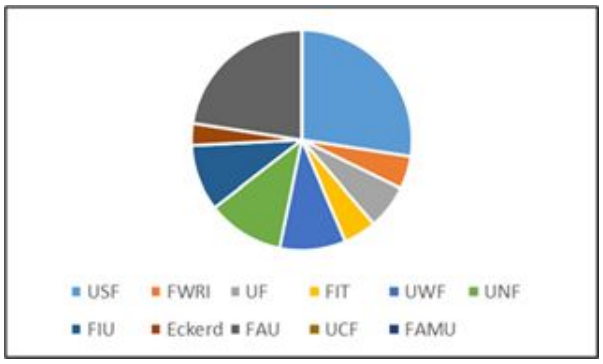
Institution	Course
Eckerd	MS 342
FAU	GLY 4500, 6934
FAU & USF	BSC 6936 (FAU), ZOO 4454 (USF)
FGCU	OCE 3008, OCC 4002C
FGCU	ZOO 3205C, OCE 3008C
FGCU & USF	OCE 3008 & OCE 4284C
FIT	OCE 4911. 4912, 4913
FIU	BSC 4205C
FSU	OCB 5264-1
New College	NCF 80027
UCF	BSC 4312
UF	FAS 4932, 5932
UNF	CHM 4910, 4970 & BSC 4905
UNF	BSC 4905, 6972
USF	OCE 6394 (pelagic ecology)
USF	GLY 6739, GLY 2100
USF & FAU	ZOO 4454L (USF) & BSC 6936 (FAU)
UWF	OCB 4201, 5203
UWF	ZOO 4254

Subsidized Ship-time Awards Program

One of FIO's most popular and impactful programs remains the subsidized ship-time awards program open to full FIO members through a competitive grants process. Last year, a total of 72 at sea ship days were provided to 7 SUS and 2 private institutions with one award to FSU rescheduled into 2018-19. USF and FAU remain the two largest recipients of ship time and KML time. Demand fo use of FIO assets through the awards program also grew this year continuing a seven year trend (figure 16). FIO received a record 32 proposals requesting over 140 ship-days. The FIO Ships Committee worked this year to develop a more standardized proposal scoring template that was used during the review process. Due to current financial constraints, FIO was only able to support 18 proposals for a total of 83 days at sea next year. The success rate for proposal was around 60%- the lowest it has been since FIO began tracking this in 2012. Efforts are also being made to improve access to Florida's east coast. Next year, the schedule will have FIO vessels undertaking a fall trip to the East Coast of Florida up to Jacksonville and back. In the spring, the R/V Hogarth will travel up to Pensacola. Developing an standard annual rotation for FIO's vessels to the far corners of the State should allow FIO members to coordinate adjoining cruises to these areas and also take advantage of the transit day savings.



15. Seven year trend in subsidized ship-time proposals received by FIO and funding success rate (%).



16. FY17-18 breakdown of subsidized ship time awards (days at sea) provided to FIO member institution: FSU also received a ship-time award but the cruise had to be rescheduled to 2018-19.

FIO Summer Field Course

The FIO Field Studies Course, a 5-week field-intensive marine studies summer course, had sixteen undergraduate marine science students from the state of Florida attend this year (along with a graduate assistant from UNF). The 3 - 4 credit program (depending on institution) is a 5-and-a-half-week, field intensive course with structured lesson plans on marine ecology, biodiversity, geochemistry, chemical and physical oceanography.

17 & 18. FIO Summer Field Course students deploy a CTD on-board the R/V Weatherbird (left) and learn new seining techniques at Matanzas Inlet (right).

FIO worked with a consulting group- SmartStart Evaluation, to evaluate the program and survey previous years' course alumni. Since the course started in 2013, more than 50% of Marine Field Studies Course alumni have gone on to graduate school. 100% of them have used the knowledge and skills obtained in the FIO Field Studies Course in their academic classes, jobs, or research; 71% have continued to conduct research regarding marine science and/or ecosystems and the environment. Last year's surveyed group indicated they had increases in the following areas after taking the course: Knowledge, understanding of research, research skills, and preparation to attend graduate school and pursue a career in STEM.

The Marine Field Studies Course is a tightly organized joint effort around the state of Florida that's designed to expose students to various iconic marine habitats. In addition to UNF, Florida Atlantic University (FAU) hosts a week at FIO's Keys Marine Lab, Florida Gulf Coast University (FGCU) at their Vester Field Station, University of South Florida (USF) at their St. Pete Campus, and the University of West Florida (UWF) in Pensacola Bay. The course instructors are experts in various facets of marine science at FIO's member institutions and they lead the students in independent and cooperative research methods with habitat analysis, species identification, fishery studies and much more.

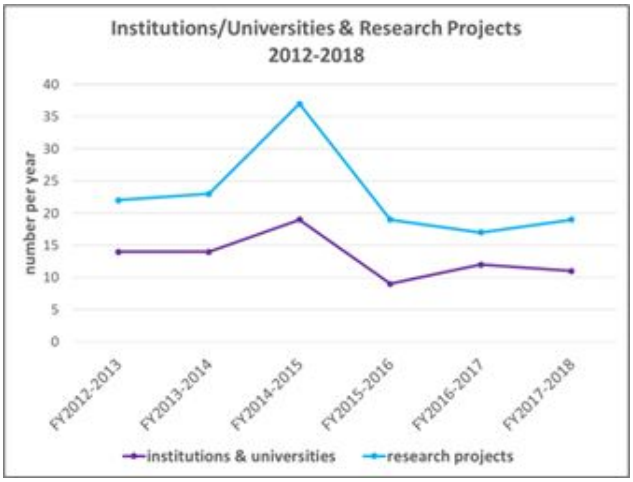
The students' experiences were detailed, with pictures, on the course's blog website: http://marinefieldstudies2018.blogspot.com

CONTRIBUTIONS TO MARINE RESEARCH

FIO's mission related to marine research is mainly about facilitating and coordinate research amongst its member organizations where most of the actual research takes place. This "facilitate and coordinate" aspect of FIO separates it from most of the other University Marine Consortiums which have faculty and scientists that actively pursue research (and teaching). Another distinction for FIO is that it manages an independent grants program for the state to further research on Florida Gulf coast related to the Deep Water Horizon under the Restore Act. In all of these aspects, FIO significantly strengthens the SUS' competitive position in securing higher levels of R&D investment from the federal government, foundations and industry. FIO supports the BOG goal to increase recognition for the SUS institutions to become national leaders in coastal oceanographic research and building world-class research capacity. FIO also supports interdisciplinary research and collaboration among member of the SUS and other members of FIO. By providing access with it's infrastructure and developing collaborative academic and research programs, FIO also helps create distinguished faculty, awards, and both attract and retain world class oceanographic and marine science talent.

Faculty/grants/projects supported

During the past year, FIO's assets provided support to over $40 million dollars worth of grants to the FIO membership. The largest grant usage for the past several years has been USF-College of Marine Science and Florida Wildlife Research Institute. At this time, tracking of grants, amounts, and publications associated with FIO assets is not possible but continues to be an area of focus. FIO is working on a digital cruise plan with USF IT which should greatly improve tracking and reporting on FIO's research impact. KML was utilized 60% of the time primarily for marine research by some faculty and scientists last year working on 29 research projects. A total of 25 faculty/scientists utilized FIO vessels for research and 39 research projects were supported at KML.



19. KML supported institutions and research projects going back to FY '12-13.

Florida Restore Act Centers of Excellence Program

As of June 218, the Florida RESTORE Act Centers of Excellence Program has awarded approximately $3.6 million to Florida's research scientist investigating different elements of marine fish and wildlife research and long-term fisheries monitoring. Plans are underway for another funding competition in 2019 that will include marine wildlife research, conceptual ecological modeling in estuaries, and habitat mapping on the West Florida Shelf. FLRACEP is also working on development of a long-term science plan to strategically guide future requests for proposals in the program's eligible disciplines. The program anticipates issuing RFPs approximately every two years. The initial FLRACEP research grants are complete. Ten PIs from eight Florida institutions were awarded $2.6 million in total, producing 46 submitted or planned papers, and supporting 57 students. Highlights from the first ten funded projects include:

University of Florida: Combination of integrated ecosystem modeling and comprehensive collection of field data led to simulations of lionfish colonization of the Gulf of Mexico system and their impact on small demersal reef fishes, density-dependent lionfish growth, and potential trophic cascades.

Publications Submitted:

- Harris, H.E., W.F. Patterson III, and M.S. Allen. Submitted. Assessing the efficacy of lionfish removals in the northern Gulf of Mexico: lionfish recolonization and the functional response of Red Snapper and Vermilion Snapper.

Publications In Prep

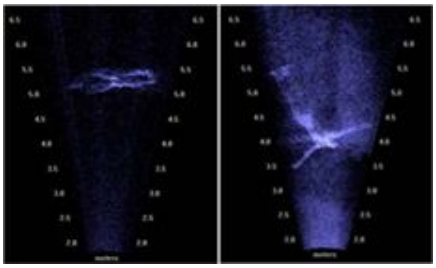
- Dahl, K.A., and W.F. Patterson. In Prep. Factors affecting diet shifts and generalism in invasive lionfish from the northern Gulf of Mexico.

- Chagaris, D., W.F. Patterson III, and M.S. Allen. In Prep. Invasive lionfish limit recovery of small reef fish in the Northern Gulf of Mexico following the Deepwater Horizon disaster. Ecological Modeling.

Publications Planned

- Chagaris, D., W.F. Patterson III, and M.S. Allen. Planned. Evaluating the regional effects of localized lionfish removals on reef fish communities using a spatially explicit food web model.

Florida International University**:** New method of identifying reef fish to species by analyzing and interpreting active acoustic data – a non-extractive method that can be deployed from a research vessel.



Publications Submitted:

- Boswell, K.M., G. Pedersen, S. Labua, W.F. Patterson III, and J.C. Taylor. Morphological variation and broadband scattering responses of reef-associated fishes from the Southeast United States. Submit to ICES Journal of Marine Science.

Publications In Prep

- Garner, S.B., J.A. Lewis, K. Boswell, and W.F. Patterson III. Reef fish community, trophic, and size structure at artificial versus natural reefs in the northern Gulf of Mexico. Submit to Marine Ecology Progress Series.
- Roa, C., K.M. Boswell, G. Pedersen, W.F. Patterson III, and J.C. Taylor. Classification-based discrimination of reef fishes derived from broadband target strength models. Submit to Journal of Acoustical Society of America.
- White, A., W.F. Patterson III, and K.M. Boswell. Distribution of fish biomass at natural and artificial reefs in the northeastern Gulf of Mexico estimated from acoustic surveys. Submit to Fisheries Research.

University of West Florida: Examination of the biological productivity of artificial and natural reef communities suggests that microalgae is a significant contributor to production in the Northern GOM region, and that shallow-water deployment of artificial structures has the potential to enhance recruitment of exploited species.

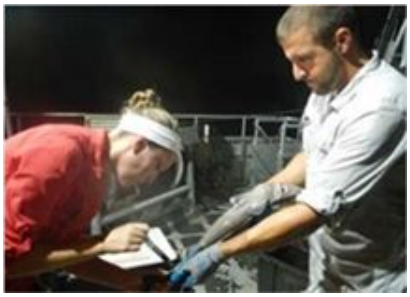
Publications Submitted:

- Cesbron, F., M.C. Murrell, M.E. Hagy, W.H. Jeffrey, W.F. Patterson III and J.M. Caffrey. Patterns in phytoplankton and benthic production on the shallow continental shelf in the Northeastern Gulf of Mexico. Submitted Continental Shelf Science

Publications Planned

- Brooks, K.K., F. Cesbron, W.F. Patterson Ill, J. M. Caffrey. Changes in primary production, nutrient fluxes, and rates of succession following the deployment of an artificial reef system in the Northeast Gulf of Mexico. Planned submission to Estuaries and Coasts
- Brooks, K.K., F. Cesbron, S.B. Garner, W.F. Patterson Ill, W.H. Jeffrey, J. M. Caffrey. Evaluating Ecosystem response following artificial reef deployment in the northeastern Gulf of Mexico. Planned submission to Estuaries and Coasts
- Garner, S.B., J.M. Caffrey and W.F. Patterson Ill. Reef fish recruitment and community development at following artificial reef deployment in the northern Gulf of Mexico. Planned submission to Marine and Coastal Fisheries

Florida State University: Deepwater community structure was described, with a new shark species discovered, another re-discovered in the GOM, and a deepwater skate adult found when only a few juveniles had every been recorded. Deepwater shark and bony fish recovery from *Deepwater Horizon* oil and chemicals appeared to be complete until the final year of sampling where toxicological indicators spiked.



Publications Submitted:

- Pfleger, M., R.D. Grubbs, C.F. Cotton, T.S. Daly-Engel. In press. Squalus clarkae, sp. nov., a new dogfish shark from the northwest Atlantic and Gulf of Mexico, with comments on the S. mitsukurii species complex. Zootaxa
- Daly-Engel, T.S., I.E. Baremore, R.D. Grubbs, S.J.B. Gulak, M.P. Enzenauer, R.T. Graham. 2018. Resurrection of the bigeye sixgill shark Hexanchus vitulus (Hexanchiformes, Hexanchidae), with comments on its distribution in the northwest Atlantic Ocean. Mar Biodiv. https:/ /doi.org/10.1007 /s12526-018-0849-x
- Shipley, O.N., E.J. Brooks, D.J. Madigan, C.J. Sweeting, R.D. Grubbs. 2017. Stable isotope analysis in deep-sea chondrichthyans: recent challenges, ecological insights, and future directions. Reviews in Fish Biology and Fisheries. DOI 10.1007 /sl 1160-017-9466-1
- Gaither, M.R., B. Violi, H.W.I. Gray, F. Neat, J.C. Drazen, R.D. Grubbs, A. Roa-Varon, T. Sutton, A.R. Hoelzel. 2016. Depth as a driver of evolution in the deep sea: Insights from grenadiers (Gadiformes: Macrouridae) of the genus Coryphaenoides Molecular Phylogenetics and Evolution 104: 73-82

Publications In Prep

- Grubbs, RD, CF Cotton, A Mickle, T Daly-Engel. In preparation. New data for three species of hagfishes (Myxinidae) from the northern Gulfof Mexico.

- Grubbs, RD, CF Cotton, J Gelsleichter. In preparation. Community and population level effects of the DwH oil spill on deep demersal fishes
- Jones, C, RD Grubbs, CF Cotton. In preparation. Redescription of the deepwater skate Rajella purpuriventralis in the Gulf of Mexico with notes on its ecology.
- Cotton, CF, B Keller, RD Grubbs. In preparation. Age, growth, and reproduction of Squalus rnbensis in the northern Gulf of Mexico
- Cotton, CF, B Keller, RD Grubbs. In preparation. Age, growth, and reproduction of Squalus clarkae in the northern Gulf of Mexico
- Cotton, CF, B Keller, S. Murawski. In preparation. Age and growth of Ophichthus rex in the northern Gulf of Mexico
- Cotton, CF, W Driggers Ill, RD Grubbs. In preparation. First evidence of pupping areas in the northern Gulf of Mexico for deep-water sharks

University of South Florida: Successful demonstration of underwater gliders as vehicles for integrating complimentary technologies for mapping fish distributions: tag telemetry, passive acoustic monitoring, and calibrated echosounder biomass.

Publications Submitted:

- Lembke, C., S. Lowerre-Barbieri, D. Mann, C. Taylor, “Using Acoustic Technologies to Underwater Gliders to Survey Fish”, Marine Technology Society. Submitted.

Publications Planned

- Lembke, C., D. Mann, C. Taylor, J. Gray, E. Hughes, A. Silverman, “Utilizing Gliders and Acoustics to Identify Fish Habitat Hotspots”, MTS/IEEE Oceans 2018 Presentation and Proceedings. In Preparation.

University of South Florida: Advancements in DNA barcoding permitted identification of newly spawned fish eggs to species, and led to theories about the egg dispersal strategies of shelf and pelagic species.

Publications Submitted:

Burrows, M., J.S. Browning, M. Breitbart, S.A. Murawski, E.B. Peebles (in review at Fisheries Oceanography). DNA barcoding reveals clear delineation between spawning sites for neritic versus oceanic fishes in the Gulf of Mexico.

University of Central Florida: First observations of little-understood transition from offshore to nearshore habitats for juvenile sea turtles. Comparison with passive drifters demonstrated active swimming and purposeful orientation.

Publications Submitted:

- Caillouet, Jr., C.W., S.W. Raborn, D.J. Shaver, N.F. Putman, B.J. Gallaway, and K.L. Mansfield. 2018. Did declining carrying capacity for the Kemp's ridley sea turtle population within the Gulf of Mexico contribute to the nesting setback in 2010-2017. Chelonian Conservation Biology, submitted August 2017; In press

Publications In Prep

- Mansfield K, Phillips K, Seney E, Putman N. in prep. Rethinking sea turtle ontogeny and early life history: A Gulf of Mexico case study. Target journal: Bulletin of Marine Science. In prep.

Publications Planned

- Inferring genetic stock of origin using particle simulation (Phillips et al., pending).
- Stock of origin and environmental variables influencing habitat use and transitions (Phillips et al., pending).
- Foraging ecology and stable isotope paper (in collaboration with Dr. Simona Ceriani, FWC; pending).
- Data synthesized in Gulf analyses (1) funded by National Academies of Sciences (NAS)—pending.
- Data synthesized in Gulf analyses (2) funded by National Academies of Sciences (NAS)—pending.

Nova Southeastern University: Satellite interpretation and groundtruthing fieldwork resulted in 1,263km^2 of new benthic habitats mapped on the West Florida Shelf.

Publications In Prep:

- Walker BK., Eagan S., Ames C.,Keenan S, Baumstark R. Hardbottom Mapping and Benthic Community Characterization and Biogeography of the shallow (<20m) West-Central Florida Gulf Coast. Bulletin of Marine Science. In prep.

University of Miami: New methodology for combining biological and economic indicators of stock abundance and sustainability status for recreational fisheries to assist managers in determining sustainable recreational fishing levels and maximization of socio-economic benefits and services.

Publications Submitted:

- Ault, J.S., Smith, S.G., Bohnsack, J.A., Luo, J., Stevens, M.H, Bryan, D.R. 2018. Length- based risk analysis for assessing sustainability of data-limited tropical reef fisheries. Submitted to ICES Journal of Marine Science, in review. Submission date: March 31, 2018

Publications In Prep

- Smith, S.G., Ault, J.S., Bryan, D.R., Blondeau, J., Bohnsack, J.A., Stevens, M.H., Beerkircher, L., Acosta, A., Feeley, M. 2018. Comparison of fishery-independent and fishery-dependent population indices for reef-fishes in the Florida Keys: average length. Currently undergoing internal technical review by fishery scientists at NOAA SEFSC. Target journal: Fishery Bulletin US. Expected submission: June/July 2018.
- Smith, S.G., Ault, J.S., Bryan, D.R., Luo, J. 2018. Estimation of population indices from recreational fishing surveys in Florida's Gulf Coast, 1981-2016. In preparation. Expected submission: after acceptance of Paper #2, Fall 2018.
- Leeworthy, V.R., Schwarzmann, D., Smith, S.G., Ault, J.S. 2019. Estimation of the economic value of changes in bag limit/ size limits by recreational anglers on charter and private boats for spotted seatrout on Florida's West Coast: towards a bioeconomic model. In preparation. Accompanying technical review by economists at NOAA SEFSC. Expected submission: after acceptance/publication of Papers #1-3, Winter 2018-19.

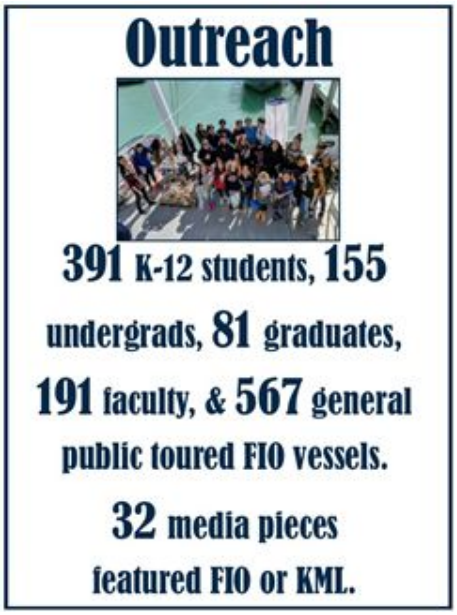
University of Miami: New spatial distribution patterns of GOM species (fish, marine mammals, sea birds, sea turtles) derived from a large database of monitoring surveys and environmental drivers for species groups. These are essential inputs for ecosystem models and the assessment and management processes.

- Grüss A. Babcock EA, Sagarese SR, Drexler M, Chagaris DD, Ainsworth CH, Penta B, deRada S, Sutton TT (2016). Improving the spatial allocation of functional group biomasses in spatially-explicit ecosystem models: Insights from three Gulf of Mexico models. Bulletin of Marine Science, 92(4): 473-496
- Grüss A, Thorson, JT, Babcock EA, Sagarese SR, Karnauskas M, Walter JF, Drexler MD (2017). Ontogenetic spatial distributions of red grouper (Epinephelus maria) and gag grouper (Mycteroperca microlepis) in the U.S. Gulf of Mexico. Fisheries Research, 193: 129-142.
- Grüss A, Thorson, JT, Babcock EA, Tarnecki JH (2018). Producing distributions maps for informing ecosystem-based fisheries management using a comprehensive survey database and spatio-temporal models. ICES Journal of Marine Science, 75(1): 158-177.
- Grüss A, Chagaris DD, Babcock EA, Tarnecki JH (2018). Assisting ecosystem-based fisheries management efforts using a comprehensive survey database, a large environmental database and generalized additive models. Marine and Coastal Fisheries, 10: 40-70.
- Grüss A, Drexler MD, Ainsworth CH, Babcock EA, Tarnecki JH, Love M (2018). Producing distribution maps for a spatially-explicit ecosystem model using large monitoring and environmental databases and a combination of interpolation and extrapolation. Frontiers in Marine Science, 5: 16.

Publications In Prep

- Grüss A, Drexler MD, Ainsworth CH, Roberts JJ, Carmichael RH, Putman NF, Richards PM, Chancellor E, Babcock EA, Love, MS (under review). Improving the spatial allocation of marine mammal and sea turtle biomasses in spatially-explicit ecosystem models. Marine Ecology Progress Series.
- Grüss A, Perryman HA, Babcock EA, Sagarese SR, Thorson JT, Ainsworth CH, Anderson EJ, Brennan K, Campbell MD, Christman MC, Cross S, Drexler MD, Drymon JM, Gardner CL, Hanisko OS, Hendon J, Koenig CC, Love M, Martinez-Andrade F, Morris J, Noble BT, Nuttall MA, Osborne J, Pattengill-Semmens C, Pollack AG, Sutton TT, Switzer TS (under review). Monitoring programs of the U.S. Gulf of Mexico: inventory, and development and use of a large monitoring database for mapping fish and invertebrate spatial distributions. Reviews in Fish Biology and Fisheries.
- Grüss A, Drexler MD, Chancellor E, Ainsworth CH, Gleason JS, Tirpak J, Love MS, Babcock EA (planned). Representing species distributions in spatially-explicit ecosystem models from presence-only data. Fisheries Research.

FIO OUTREACH AND LEADERSHIP



One of FIO's core areas is to provide leadership in the role of communicating scientific information about coastal and marine environments produced by members and promoting the importance of the FIO Consortium. FIO pursues its outreach and leadership objectives through a multi-prong approach that includes (1) FIO organized events and programs; (2) Attending meetings (national, international, local) to represent the FIO membership; (3) through its on-line and digital distribution; (4) media outreach efforts. FIO continues to experiment with its outreach efforts and is putting more emphasis into measuring its impact towards developing a more comprehensive marketing and outreach strategy.

FIO Events/Programs

Organizing events such as workshops, symposiums, forums, and tours with FIO membership and partners fulfills FIO's objectives outlined in its strategic plan to connect people, probe emergent problems, identify research needs, and promote the importance of marine science in Florida. During the 2017-18 fiscal year, FIO undertook organizing a number of high profile events to help meet our mission and strategic plan objectives. Below are highlights from several of these events.

Florida Marine Science Symposium, October, 2017

20. The inaugural Florida Marine Science Symposium, held at FWRI headquarters in St. Pete, was attended by 95 scientists and managers (professionals?) from around Florida

The inaugural Florida Marine Science Symposium which was was co-sponsored by FIO, FWC, and FLDEP featured expert presentations on the current state of Florida's unique habitats, coastal ecosystem dynamics, and fish and wildlife populations, as well as panel discussions for cross-disciplinary synthesis of session topics. A total of 31 presentations covered a wide variety of topics including Irma's Impact on Florida's Coastal Areas, Florida's Critical Marine Wildlife, Marine Ecosystem Health and Prediction, Health and Status of Florida Marine Habitats, Science and Management of Florida's Fisheries. The day-long event was attended by 95 scientists and students from around the State of Florida and was also live streamed on FIO's Youtube channel to an additional 200 viewers. It was decided at the Spring, 2018 FIO council meeting to not try to have the FMSS every other year with 2019 being the next one.

https://www.fio.usf.edu/documents/programs/florida-marine-science-symposium-poster.pdf

Florida Coastal Mapping Program (FCMaP) workshop - January, 2018

21. Breakout session during FCMaP workshop

FIO partnered with the US Geological Survey (USGS) to co-lead a workshop on the state of sea floor mapping across the State of Florida. A 3-day workshop was held to evaluate the state of coastal mapping in Florida, assess and prioritize gaps in coverage, and develop a ten-year strategy to complete high-resolution mapping of Florida coastlines and waters. institutionsW ith participation from FL Department of Environmental Protection (FDEP), Fish & Wildlife Commission (FWC), National Oceanic and Atmospheric Administration (NOAA), US Army Corps of Engineers (USACE), , Bureau of Ocean Energy Management (BOEM), and the Marine Exploration Center (MEC).. In addition, there have been on-going improvements in seafloor mapping technologies, infrastructure, and mapping server capabilities, all of which can increase options and bring costs down. A revitalized effort to examine the current state of Florida's coastal seafloor mapping is overdue and needed to help coordinate planned mapping efforts, reduce redundancy, help set priorities, and catalyze new seafloor mapping efforts to make Florida a national leader. Outcomes of the workshop are currently under review and will be released as a USGS special publication. Efforts are currently underway to do a pilot mapping demonstration in the Big Bend region and to organize prioritization workshops in each of the Florida subregions.

22. Mapping sub-regions of Florida. Gap assessment shows less than 20% of Florida's seafloor has been mapped modern technology.

https://www.fio.usf.edu/programs/florida-coastal-seafloor-mapping-program

R/V Hogarth Ports Tour January-March, 2018

Recognizing the need to undertake sea trials with the newly constructed R/V Hogarth and the interest in FIO members to showcase the vessel to their faculty and students, FIO had planned to do a Ports Tour of the State. Originally planned for October, the tour had to be postponed so that the vessel could go back to the ship yard and have a larger diameter exhaust system installed.

23. Map of Florida showing planned stops during the 2018 Hogarth sea trials and Ports Tour

24. Students from local schools get a tour of the Hogarth during a 2-day stop at FAU Harbor Branch Oceanographic Institution in Fort Piece.

Beginning in Mid January through late March, the vessel visited a total of 8 ports on the East and West Coasts of Florida. Each Port stop varied slightly but generally consisted of vessel tours for faculty, students, and K-12 groups, welcoming ceremonies, short science verification demonstrations. A total of 566 students, 191

faculty members, 367 members of the public toured the vessel as part of the Ports Tour. In additional 9 media articles and several TV and Radio stories were generated. Several of the planned stops (e.g., Fort Meyers and Cedar Key) were rescheduled to take place this year to coincide with other member-led activities in these ports.

Fl Oceans Day/Florida Ocean Economy Forum February, 2018

Florida Oceans Day was held on February 12th in the Tallahassee capitol building and featured an evening Florida Ocean Economy Forum event designed to highlight the important role oceans play in driving the coastal economy in Florida (the second largest coastal economy in the nation at over 800 billion dollars per year). This year's forum centered on algae (micro and macro) and featured four panelists – innovations, scientific insights and relevance for food, energy, and water quality in Florida. FIO continues to seek ways to revitalize Oceans Day by featuring our members and marine issues that are critical to the Citizens of Florida. Next year, we will be aiming to combine the Forum with exhibits, FOA legislative luncheon, and Mote's reception into a single day. FIO will is currently working on a concept suggested by FOA and FIO members to put on a FL legislative staffers "boot camp" around marine environmental issues next year at part of Oceans Day which will feature experts from the FIO membership and representatives from Industry.

25. Flyer circulated for Oceans Day Economic Forum that featured a panel of industry representatives and scientists from the FIO membership to discuss Algae

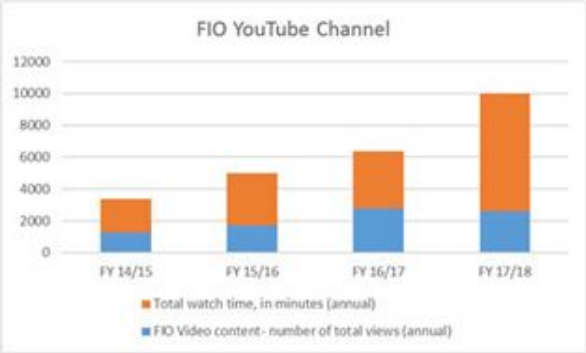
Meetings/visits attended by FIO staff

A major part of the job duties of the FIO Director and leadership of marine centers involves networking with academic, community, political, civic, industry, and sponsor- agency leaders. Communicating out FIO's capabilities with and staying on top of new developments with the FIO memberships is not easy undertaking given the size of the FIO consortium. Thus far, the FIO Director has spent much of his outreach efforts getting to know FIO member institutions meeting with council member representative, faculty, and students. While there has been some networking interactions with member institutions Presidents and Provosts particularly around the Hogarth's ports tour, this will increasingly be a focus in the year ahead. In addition, the FIO Director has been meeting civic, business and political leaders to generate support and revenues for the FIO Consortium. A summary of some of the meetings/events attended during the 2017-18 fiscal year by the FIO Director and/or senior FIO staff is included below:

- *Florida Local Environmental Resource Agencies Meeting (speaker) – Aug 3, 2017*
- *U.S. Coral Reef Task Force Meeting (participant) – August 8-11, 2018*
- *American Fisheries Society Meeting, FLRACEP Centers of Excellence Session (organizer/presenter),* FIO *Booth/Exhibit in exhibit hall (exhibitor), R/V Bellows Tours (host)– Aug 24, 2017*
- *Florida Ocean Alliance strategy meetings0 Harbor Branch, FAU (August, 2017)*
- *University of Florida Cedar Key Biological Station Ribbon-Cutting (participant) – Sept 22, 2017*
- Lionfish Fundraiser & Awareness Event *(host/facilitator/organizer) – Oct 19, 2017*
- Hogarth Homecoming Event *(host/facilitator/organizer) – Oct 23, 2017*
- *Rookery Bay National Estuary Reserve site visit (with fall 2017 FIO council meeting)*

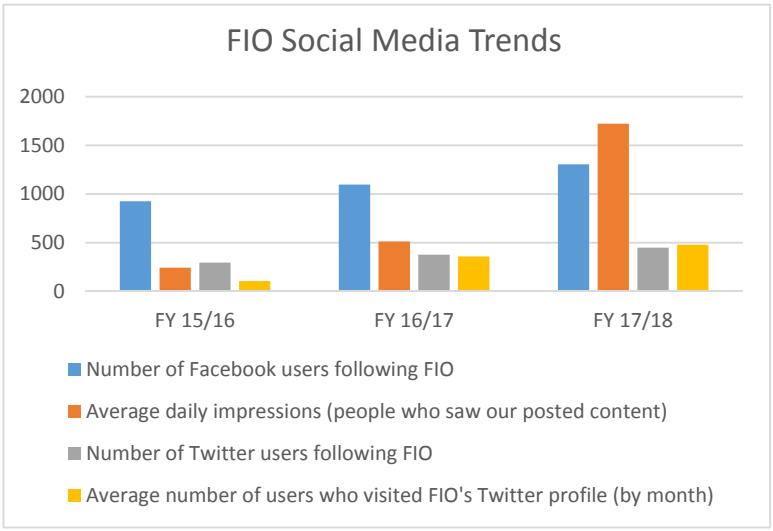
- Florida RESTORE Act Centers of Excellence Program All-Hands Meeting (*host/facilitator/organizer) – Oct 26-27, 2017*
- *National Academies of Science Gulf Restoration Program Advisory Committee meeting (speaker) – Nov 9, 2017*
- *Washington DC Capital Hill Legislative visits with FL delegation- November, 2017*
- *Sanibelle Captiva Conservation Association marine lab site visit-Nov, 2018*
- *Nova Southeastern University Helmos Oceanography Center (speaker for Explorers Club)- Nov, 2017*
- *University of Florida Lionfish Workshop (participant) – Nov 15, 2017*
- *UNOLS Annual Fall Members Meeting (participant) – Nov 29-30, 2017*
- *University of Tampa marine lab site visit-December, 2017*
- *Mote Marine Lab Sarasota site visit-December, 2017*
- *North Florida Marine Science Symposium (participant) – Jan 25-26, 2018*
- *Harbor Branch Campus visit (with Ports Tour)-January, 2018*
- *Florida Keys College campus visit- January, 2018*
- *University of Miami/RSMAS Campus site visit- January, 2018*
- *Mote Elizabeth Moore International Center for Coral Reef Research site visit (Keys)- Jan, 2018*
- *Gulf of Mexico Habitat Mapping Workshop (facilitator/organizer) – Feb 5, 2018*
- *Gulf of Mexico Oil Spill and Ecosystems Conference (speaker/organizer) – Feb 6-9, 2018*
- *Florida Ocean Alliance legislative luncheon & annual board meetings (February, 2018)*
- *AGU Oceans Sciences meeting (exhibitor)- February 11-16, 2018*
- *FL Keys National Marine Sanctuary Advisory Council Meeting (participant) – Feb 20, 2018*
- *Coalition for Ocean Leadership (COL) Washington DC industry forum (member)- March, 2018*
- *Gulf States Marine Fisheries Commission Meeting (speaker) – Mar 15, 2017*
- *University of Florida campus visit and talk- March, 2018*
- *Florida State University campus visit and talk- March, 2018*
- *EPA Gulf Breeze laboratory site visit- March, 2018*
- *US-Mexico-Cuba Tri National Annual Meeting (participant) – Mar 29-30, 2018*
- *NOAA Gulf Habitat Monitoring and Mapping Workshop-Alabama (participant)- April, 2018*
- *Southern Association of Marine Labs Annual Meeting (member) – Apr 8-10, 2018*
- *University of West Florida campus visit and talk April, 2018*
- *Dauphin Island Sea Lab site visit, Alabama- April, 2018*
- *Florida Atlantic University main campus visit-May, 2018*
- *University of North Florida site visit (with FIO Council meeting)- May, 2018*
- *Gulf of Mexico Monitoring Community of Practice Workshop (participant) – June 11, 2018*
- *Gulf of Mexico Alliance All-Hands meeting (participant) – June 12-14, 2018*
- *Celebrating Florida's Beaches and Their Protection Panel Discussion (speaker) – June 27, 2018*
- *US Coast Guard Sectoral 7 meetings (quarterly; attendee)St. Pete Oceans Team (quarterly, member)*
- *St. Petersburg Chamber of Commerce Innovation District Meeting (monthly, member)*
- *St Petersburg Ocean Team (member, quarterly meetings)*
- *Gulf of Mexico University Research Collaborative (Board member, monthly)*

FIO Web & Social Media Outreach



26. 3-year trend in visits and views to FIO's YouTube channel

The FIO newsletter has historically been one of the main ways for FIO to communicate out. While FIO continues to produce these (mainly for our membership), we are investing more effort into growing our on-line presence. The FIO website saw over 13,800 visitors over the past year, with our highest month seeing 1,750 site visits. The site's most popular page was the R/V Hogarth page which featured FIO's newest research vessel. Internet users spent an average of 2 minutes and 30 seconds on the R/V Hogarth vessel page and users spent an average of 2 minutes and 2 seconds on the FIO site overall (dow n 51 seconds from last FY). FIO saw 9,975 "unique visitors" (first-time visitors) to our website this year.

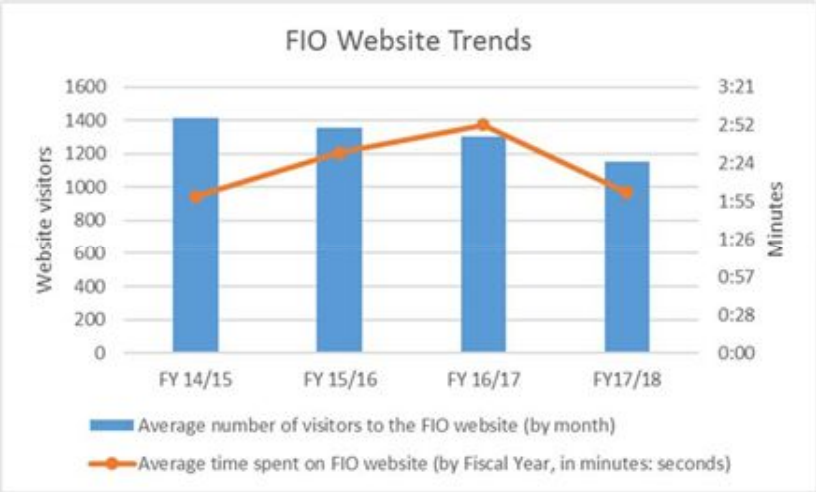


27. 3-year trend in visits to FIO's social media (facebook, twitter) feeds

FIO focused on providing fresh, targeted and interactive content through its social media in 2018 in order to engage the public on a variety of mediums. Social media is a prime, no-cost resource to promote FIO's events, programs, collaborations, and member institutions' research with the approximately 2 billion users on Facebook, 1.8 billion users on Youtube and 350 million users on Twitter.

The department utilized Youtube to stream a major conference that FIO hosted- the Florida Marine Science Symposium (FMSS). The streaming allowed users within the marine science industry to "remote in" to the presentations, panel discussions and poster sessions. FIO gained 15 new subscribers and added a total of 111 videos to the FIO Youtube channel. The Symposium videos reached 248 views for a total watch time of 4,692 minutes (or 78.2 hours). The total watch time for FIO Channel Youtube videos reached

7,385 minutes (or 123.1 hours) for the Fiscal Year 17-18. At the end of FY16/17, FIO had 1096 Facebook Likes (followers) with an average of 243 daily engagements (times our followers interacted with our posted content) and a total of 2,184 unique visitors to our Facebook Page; at the end of FY17/18, FIO had 1,304 Likes (an increase of 208 users- an increase of 37 followers gained over the previous FY) and an average of 512 daily engagements with a total of 4,806 unique visitors. FIO's Twitter presence was increased, as well, but didn't see the same spike as our Facebook page- over the past year, we picked up 68 new followers (a decrease of 13 new followers picked up compared to FY 16-17) and increased our monthly profile visits from an average of 358 a month to 479 a month.



28. 3-year trends in FIO website traffic. Note that this year, the FIO website was migrated to an entirely new platform which caused many older links to no longer function

FIO in the News

Communicating through media outlets about FIO and the scientific information and educational activities of the FIO member consortium is an important component of outreach efforts. There has not been an effort to quantify the number of stories that mention FIO but this is increasingly easy to do with media tracking services. This past year, the launching of the new research vessel and the Ports Tour generated quite a bit of media interest that appeared in multiple outlets (newspaper, television, radio). Below is a sampling of some of the media stories about FIO and the activities of its members.

Sarasota Herald Tribune: http://www.heraldtribune.com/news/20170727/higher-learning-sarasotas-shark-week-had-no-need-for-hyperbole

Hernando Sun: https://www.hernandosun.com/Cole-Kolasa-kayaking-from-Pensacola-to-Everglades-for-conservation

Florida Trend: http://www.floridatrend.com/article/22868/southwest-florida-newswire--august-2017

http://www.floridatrend.com/article/23294/floridas-new-state-of-the-art-research-vessel-rv-w-t-hogarth-arrives-in-st-petersburg

WTSP CBS 10: https://www.wtsp.com/article/entertainment/television/programs/great-day-tb/getting-the-dish-on-lionfish/483939034

WFLA NBC 8: https://www.wfla.com/news/hillsborough-county/invasive-lionfish-turn-out-to-be-tasty-meal/995038179

WUSF: http://wusfnews.wusf.usf.edu/post/usf-florida-welcome-new-research-vessel

http://wusfnews.wusf.usf.edu/post/taste-science-connects-scientists-and-curious-public

WJCT: http://news.wjct.org/post/1232018-wt-hogarth-teen-suicide-prevention-generous-pours-mapping-our-past

Florida Times-Union: http://www.jacksonville.com/news/metro/2018-01-25/unf-marine-science-students-check-out-state-s-brand-new-ocean-research-vessel

Action News Jax CBS 47 & Fox 30: https://www.actionnewsjax.com/news/local/university-of-north-florida-to-research-marine-life-from-78-foot-boat/689414092

USA Today Florida Today: https://www.floridatoday.com/videos/news/2018/01/22/research-ship-port/109716832/

First Coast NBC/ABC News: https://www.firstcoastnews.com/video/news/unf-improving-marine-life-on-the-first-coast/77-2897955

Florida Politics: http://floridapolitics.com/archives/254649-pinellas-lawmakers-want-answers-proposed-usf-consolidation

Sun Sentinel: http://www.sun-sentinel.com/local/broward/fort-lauderdale/fl-reg-marine-research-vehicle-20180126-story.html

WSVN 7 News: https://wsvn.com/news/local/new-ship-for-local-marine-research-sets-sail-from-fort-lauderdale/

USA Today News-Press: https://www.news-press.com/story/news/2018/02/16/fgcu-student-scientists-get-use-hogarth-new-florida-marine-research-vessel/316190002/

UWF Newsroom: http://news.uwf.edu/uwf-to-celebrate-research-vessels-visit-to-pensacola-with-reception/

Sanibel Captiva Islander: http://sanibel-captiva-islander.com/page/content.detail/id/583040/So-Much-To-Discover--National-Shell-Museum-given-opportunity-to-study-inhabitant-of-islands--favorite-shell.html?nav=5047

WUWF: http://wuwf.org/post/new-research-vessel-docks-pensacola-first-time

Phys.org: https://phys.org/news/2018-04-deepwater-horizonthe-impact-america-largest.html

FIU News: https://news.fiu.edu/2018/05/students-embark-on-research-trip-at-sea/122999

St Pete Catalyst: https://stpetecatalyst.com/agencies-begin-high-resolution-coastal-mapping/

Creative Loafing: https://www.cltampa.com/arts-entertainment/travel-leisure/article/21010883/celebrate-florida-beaches-at-the-florida-aquarium-in-tampa

PRINT: TCPalm in Martin and St. Lucie Counties

Keys Marine Laboratory in the News

Keys Weekly: https://keysweekly.com/42/new-coral-disease-spreading/

Sarasota Herald Tribune: http://www.heraldtribune.com/news/20180513/coral-scientists-create-gene-bank-for-endangered-pillar-coral

Clemson Newsstand: http://newsstand.clemson.edu/mediarelations/clemson-scientists-students-leading-hurricane-relief-efforts/

News Deeply: https://www.newsdeeply.com/oceans/articles/2018/05/16/scientists-race-to-decode-disease-devastating-florida-coral-reefs

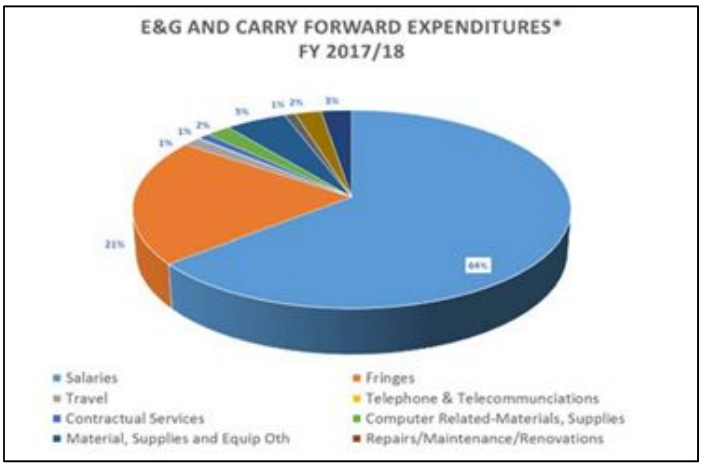
Keys News: https://keysnews.com/article/story/coral-killer-continues-to-spread-along-reef/

FINANCIAL SUMMARY 2017-18

FIO started FY2017.18 with an operating budget of $4.67M that included $2.2M in recurring funding and $2.1M in carry forward funding from the previous year. FIO also continues to maintain the $250K mandated reserves for the Keys Marine Lab and has added an additional $150K to this for the FIO vessels and has largely used carry forward funding and insurance settlements to cover the cost of rebuilding KML after hurricane Irma. Operating expenses for the year are expected to total $3.26 M, over a million dollars lower than the previous year but still well above the current level of operational support FIO receives from the Legislature. In addition, major mechanical repairs and maintenance for the R/V Weatherbird will begin this summer and extend into the new calendar year with potential yard bill of $800K. At 36 years in age, the Weatherbird II will have her 5-year ABS inspection in January requiring an extended yard period to fix and replace any weak portions of her hull. With these added obligations, FIO carry forward balance is expected to be $614K.

: 2017-18 E&G Balance Summary.

Florida Institute of Oceanography E&G Fund Balance Summary FY 2017/2018	
E&G Beginning Balance	
E&G Operating	$2,194,875
CF Operating	2,081,203
00HOLD Required Reserves*	400,000
Total E&G Beginning Balance	4,676,078
Less: Projected Expenditures	(3,261,213)
Less: Obligations	(800,000)
Total Operating Expenditures	(4,061,213)
TOTAL E&G FYE BALANCE**	$ 614,865



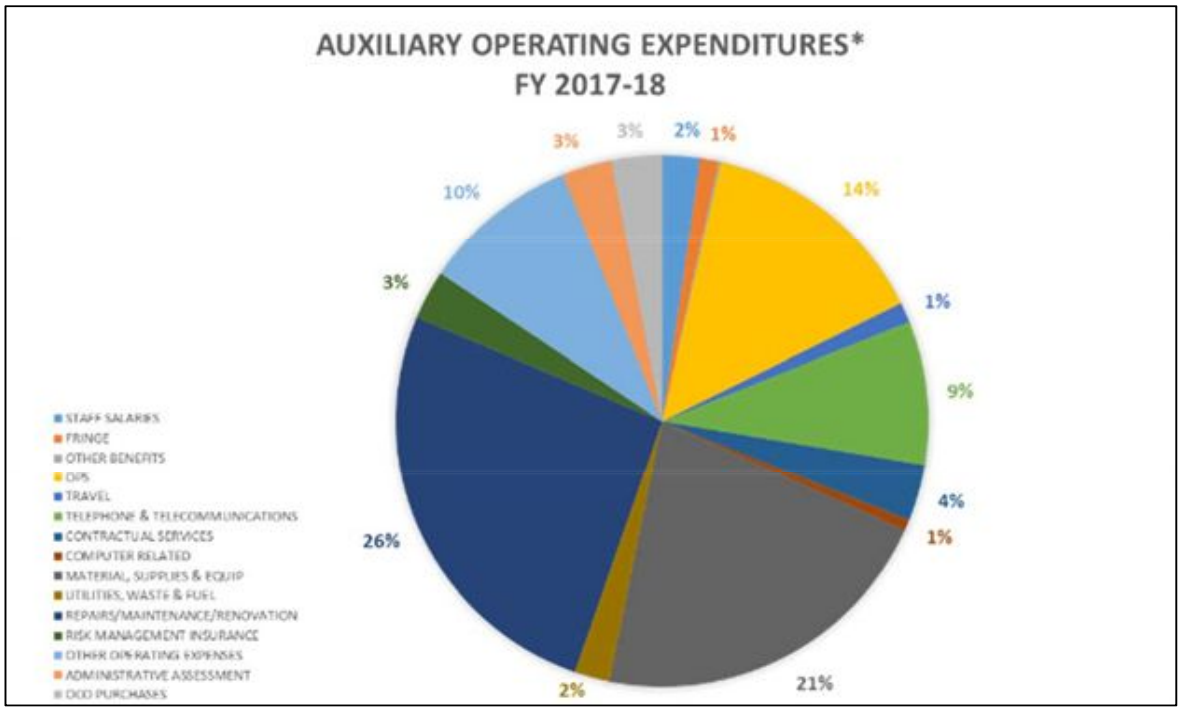
32.

29. Operating breakdown of annual operating expenses by major category

FIO's auxiliary accounts which include mostly non-salaried operating expenses for the assets (Weatherbird, Hogarth, Price, KML) remain in fairly good shape with projected revenue ($1.06M) slightly below projected expenses ($1.2 M). The largest amount of FIO revenue continues to be from chartering of its vessels.

2017-18 Auxiliary Balance Summary.

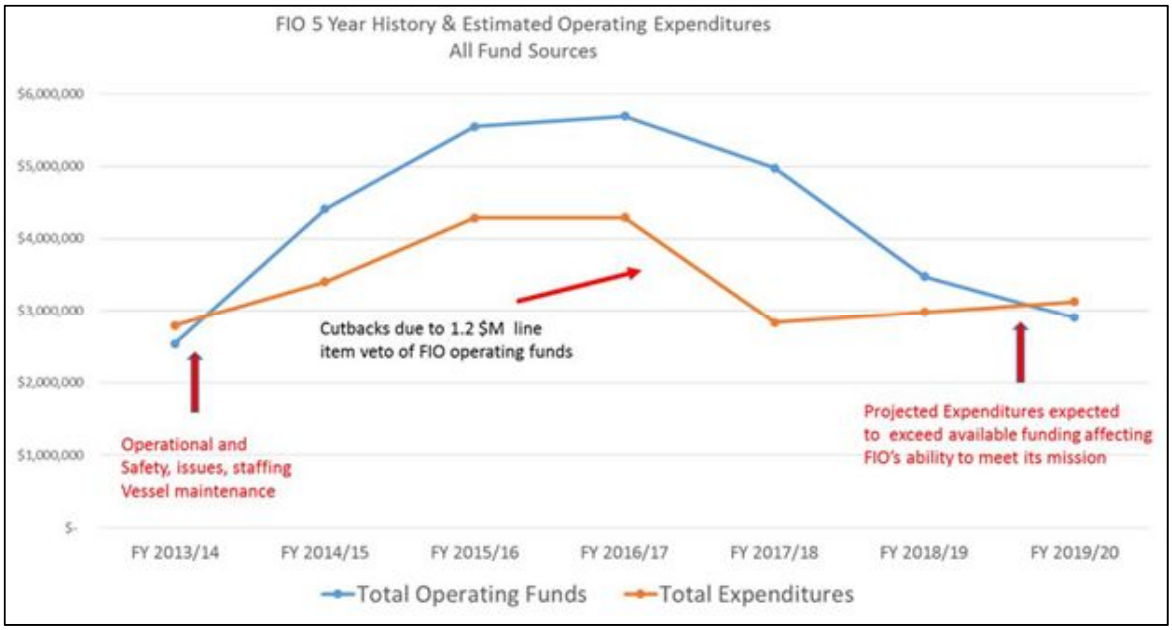
All Auxiliary Balance Summary FY 2017/2018	
Fund Balance Available	
Balance Forward	$ 376,980
Current Revenue	750,133
Projected Revenue	410,000
Total Fund Balance Available	**1,537,113**
Current Expenditures	(928,429)
Encumbered Expenditures	(306,601)
Total Operating Expenditures	**(1,235,030)**
Total Auxiliary FYE Balance*	**$ 302,083**



***30**. Spending breakdown of annual auxiliary expenses by major category*

Depreciable assets on the University books now stand in excess of 9 million dollars. Market value surveys of the three older vessels (Bellows, WBII, Price) value them collectively at less than $1.2M. The longer term financial outlook for FIO continues to be an area of concern. Carry forward funds have allowed FIO to continue to provide ship time and pay for rebuilding KML and major vessel repairs this past year but projections suggest that with existing cut-backs, FIO's operating expenses will exceed revenue by 2019/2020 fiscal year. As occurred before 2013/14, FIO will fall back into a position where it struggles to meet the mission of providing safe, advanced, and well-maintained assets for its members.

31. FIO Operating Expenses for past five years projected forward 2 more years.



LOOKING FORWARD 2018-2019

State of Marine Science in Florida

Interest in marine science across the FIO membership continues to grow with many smaller Universities and Colleges now offering curriculum and even degrees. Quantifying the actual number of marine science undergraduate and graduate degrees awarded through the FIO consortium remains work in progress. Preliminary estimates gathered for 2015 from a survey of published graduate data from all of FIO member institutions suggest that there are about 1,000 undergraduate a year receiving Bachelor's degrees directly related to marine science and about 400 Masters degrees and 30 Ph.D.'s. The year ahead will see a continued effort to drill down to get more detailed information on these educational metrics including what percentage of all graduates were involved with FIO and how their placement compares to students without FIO infrastructure opportunities. Getting a better understanding of curriculum will also continue being offered across the FIO membership will also be a focus. Preliminary analysis of all marine field-related courses across the FIO membership estimates some 179 courses are being offered from year to year the majority of which do not utilize FIO assets. Finally, we hope to finalize a detailed inventory of assets owned and operated by FIO members towards development of a more streamlined sharing system to improve efficiency and reduce redundancies.

Infrastructure

Maintaining FIO's infrastructure in safe and good working order will remain a top priority next year with particular emphasis on getting dynamic positioning capability on at least one of FIO's vessels. The Hogarth will also undergo some modifications at Duckworth Steel Boats during the winter to address shortcomings identified during her first year of service including extending the back A-frame, increasing access to the two main water intakes to facilitate biofouling cleaning, improving CTD operations, and splitting the controls on both rudders. The marina dorm at KML will also get necessary architectural planning to renovate these spaces to convert some of the dorm space into small apartments. A larger site planning process for KML will also begin.

Academic Programs

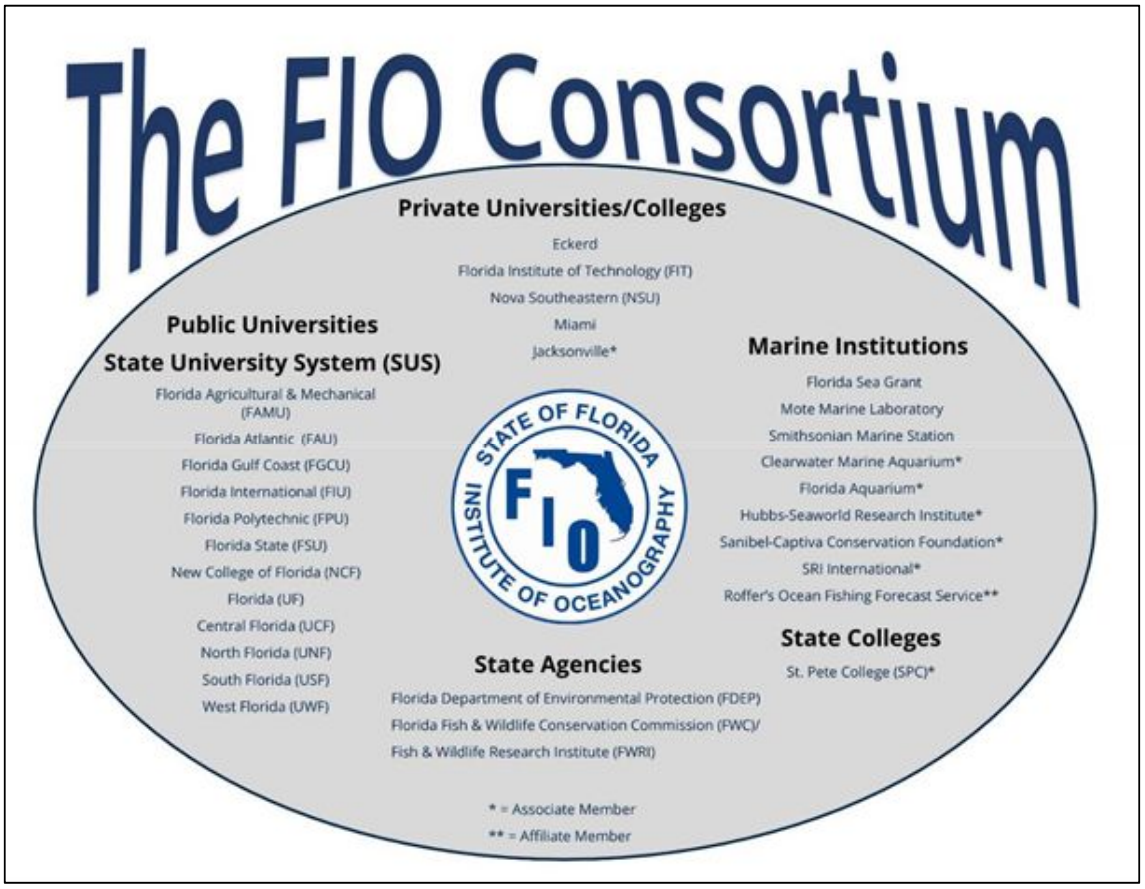
FIO will continue to support the 5-week field studies course next year and is also working with UF and several of the other SUS institutions to develop a graduate level multi-institute course for next year. Remote distance learning is also an area where FIO hopes to increase usage and reach of its assets. FIO continues to seek standing courses that could be taught at KML or on the vessels that could be promoted through the FIO Consortium. Adding telepresence hardware technology to our vessels that utilize the low-orbiting iridium satellites could provide much greater ship to shore academic learning programs than is presently possible.

Research Programs

Facilitating research collaborations with members that utilize FIO assets will continue to be an area of focus with the goal of growing and diversifying charter use of the FIO vessels and KML. FIO will maintain its co-leadership role in the Florida Coastal Mapping Program (FCMaP) including seeking state and federal support to cover all of Florida's shelf area. The FLRACEP program will also be releasing a new request for proposals in January, 2019 with anticipated funding of several million dollars to be awarded through a competitive proposal process

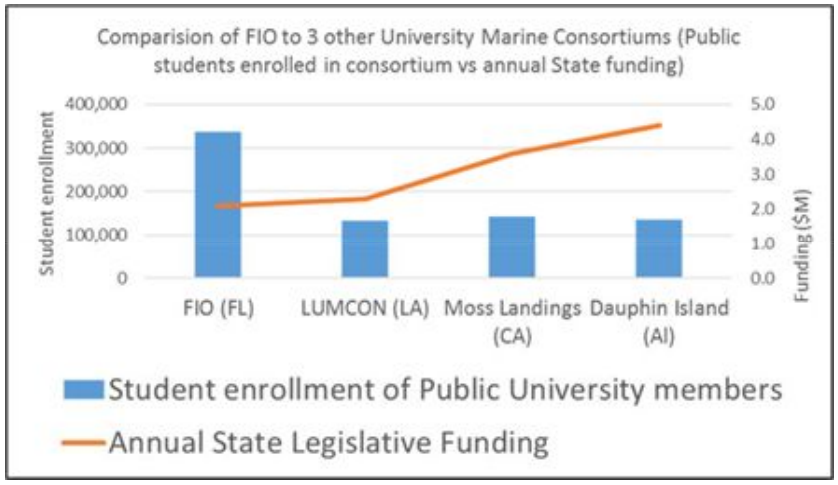
Strengthening the FIO Consortium

The FIO consortium of 30 members remains the essential backbone of the FIO AISO and their involvement and use of the assets and collaborative educational and research programs is essential. While there have never been systematic measures to track and assess engagement or how the FIO consortium is performing as a whole, it is an area that can likely be improved. As it stands, many research proposals initiated by FIO member universities often do not include FIO as either a collaborator or facilitator even though they may be relying on FIO assets to undertake the research. As a consortium, FIO has never tried to systematically review and evaluate its collective strengths, identify gaps, or make strategic decisions (equipment, hires, curriculum, etc..) that fill those gaps.

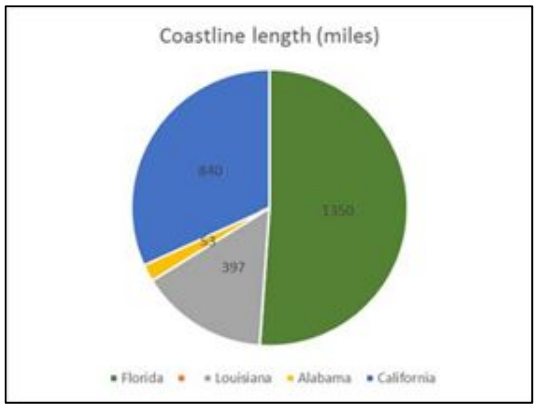


Moreover, membership in the FIO Consortium has not been reviewed in the past five years or systematically analyzed for strengths and weaknesses or what new members might bring. St. Petersburg College is the only Florida College that is a member of FIO but there is interest in joining from other Florida Colleges to increase collaborations around applied marine resource management degrees that they are now offering. The FIO membership committee has updated the new members invitation letter and begun discussions on membership levels and criteria for new membership categories. These discussions will occur over the coming year as part of the update for FIOs strategic plan for 20209-2025.

Compared to several other University Marine Consortium's in California (Moss Landings), Louisiana (LUMCON), or Alabama (Dauphin Island), FIO stands out in a number of ways. It is the only Consortium to not have active research or teaching faculty. FIO is also the largest consortium but in terms of the number of members (30) but also with the number of enrolled students within its consortium (figure 33). The geographic area that the FIO Consortium covers is also by far the largest in the lower 48 States (figure 34). Budget wise, FIO also receives the lowest amount of annual support from any of the 4 State legislatures where University Marine Consortium's exist (figure 33). Therefore, the next year will also require increasing FIO's resources (rightsizing) to meet its mission or beginning the process to scale back its mission to a more narrow focus.



32. FIO's potential reach to state university member's students vs. state funding allocations to comparable state-wide consortiums



33. Florida's coastline length compared to Gulf of Mexico states and California

Priority areas of focus for the coming year

FIO Consortium

- *Increase engagement with FIO member institution senior administration (on-going)*
- *Seek legislative support to close FIO's current operating gap (on-going)*
- *Complete FIO membership inventory of state-wide technical capacity/expertise/gaps (Winter, 2019)*
- *Complete asset/equipment inventory and sharing between participating FIO member institutes (Spring, 2019)*
- *FIO Council to review existing FIO membership, potential new members, membership levels, benefits, and by-laws (Winter, 2019)*
- *Update FIO strategic plan/AISO renewal process for 2020-2025 period (Spring, 2019)*
- *Standardize FIO metric reporting framework and complete digital cruise planning tools (Winter, 2019)*

FIO Infrastructure/Operation:

- *Undertake independent vessel safety and FIO marine operations review (August, 2018)*
- *Stabilize and complete hires for open FIO marine crew positions (Fall, 2018)*
- *Complete major yard periods for the R/V Hogarth and WBII for renewal of 5-year ABS (Winter, 2019)*
- *Update site plan for the Keys Marine Lab including remodel of dorms (Spring, 2019)*

FIO Research Programs

- *Release and implement FLRACEP RFP III grant program (January, 2019)*
- *Identify/facilitate grant/funding opportunities to FIO membership to use FIO assets (on-going)*
- *Continue support of Florida Coastal Mapping Program (FCMaP) to prioritize and identify funding for completing high resolution sea-floor maps for the entire state of Florida.*

FIO Education Programs

- *Continue FIO undergraduate summer field studies program and SUS subsidized ship time grants*
- *Facilitate development of multi-institute FIO graduate field course for 2019 (Spring, 2019)*
- *Identify/facilitate new FIO members courses/certificates programs utilizing FIO assets (on-going)*

FIO Outreach

- *Update and expand FIO website and digital media platforms (you-tube, facebook, twitter) (on-going)*
- *Develop comprehensive FIO marketing strategy (Spring, 2019)*
- *Plan and seek sponsorship for fall 2019 Florida Marine Science Symposium with FIO membership*

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FLORIDA INSTITUTE OF OCEANOGRAPHY

Annual Report 2017-18

Philip Kramer, Ph.D.
Director, Florida Institute of Oceanography

Supporting Excellence in Marine Science, Technology and Education

INFRASTRUCTURE, PROGRAMS, LEADERSHIP, PEOPLE

FIO- MILESTONES:

1967- FIO established for SUS

1977- Hosted by USF

1980- R/V Suncoaster joins R/V Bellows

1991- KML acquired by FWC co-managed by FIO

2000 –FIO Membership expanded beyond SUS to include 9 other institutions

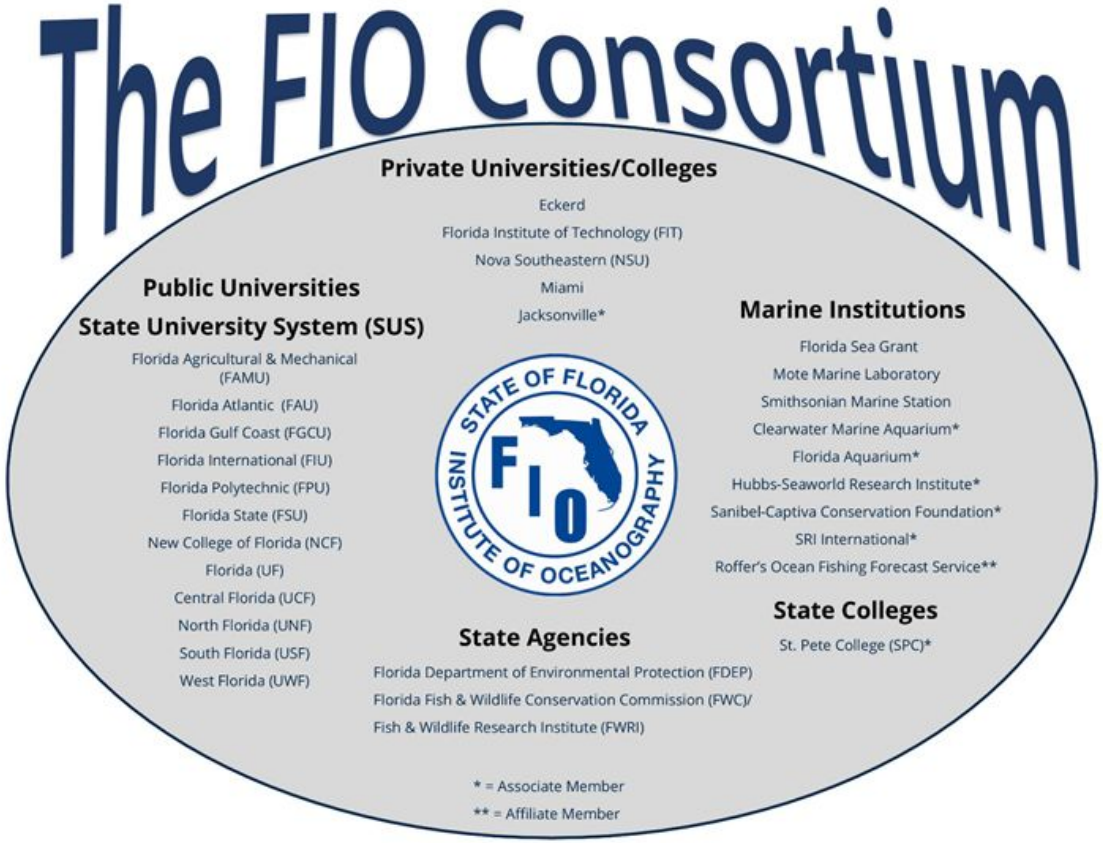
2009 –FIO designated as 1 of 2 Academic Infrastructure support organizations within SUS.

2012 –FIO Membership expanded to include Associate and Affiliate members

2013- US Treasury designates FIO as coordinator for FLRACEP grants program ($26M)

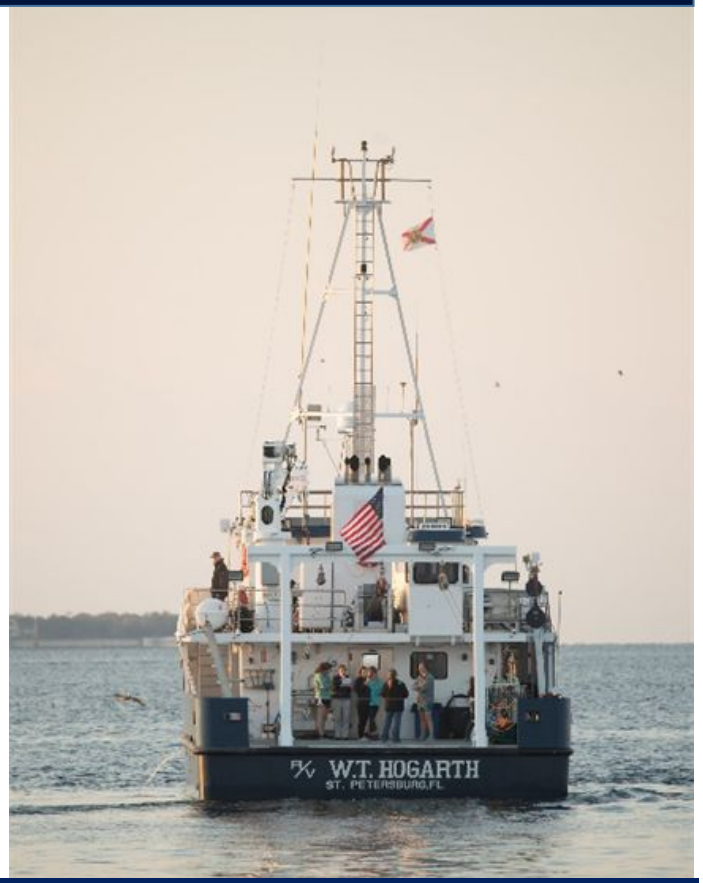
2015 FWC transfers KML to FIO

2018 R/V Hogarth commissioned



2017/18 FIO Accomplishments- INFRASTRUCTURE

Building a new Vessel in 2 years *(on time and on budget)*



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2017/18 FIO Accomplishments- PROGRAMS/EDUCATION

FLORACEP
FLORIDA RESTORE ACT CENTERS OF EXCELLENCE PROGRAM

Closing out of RFP 1 and 2 awards totaling $3.65M for 11 projects at 8 institutions. 2nd audit by Treasury with only minor findings

Obj 2.8: Continue to provide leadership for recovery in the Gulf of Mexico….

Obj 2.9 Grow and expand summer field studies course In marine science- one cohort this year

FIO's vessels supported **173** undergraduate; **62** graduate students in 2017/18. KML facilities supported **86** faculty/scientists; **165** undergraduate; **17** graduate student degrees

Obj 1.4 Ensure efficient utilization of ship and lab resources to the fullest extent…

FIO 2015-2020 Strategic Plan. Goal 2. PROGRAMS: FIO will seek and provide resources and value-added opportunities for research and educational Programs for students at all levels, sustain and build existing programs, and partnership that expand FIO's role in marine science…

2017/18 FIO Accomplishments- INFORMATION/OUTREACH

Hogarth Florida Ports Tour; 566 students; 191 faculty; 367 public) 9 media articles generated

Obj 3.3: FIO leadership will communicate with SUS staff on work and capabilities

Inaugural Florida Marine Science symposium plenary talks; graduate lightening talks; digital streaming.

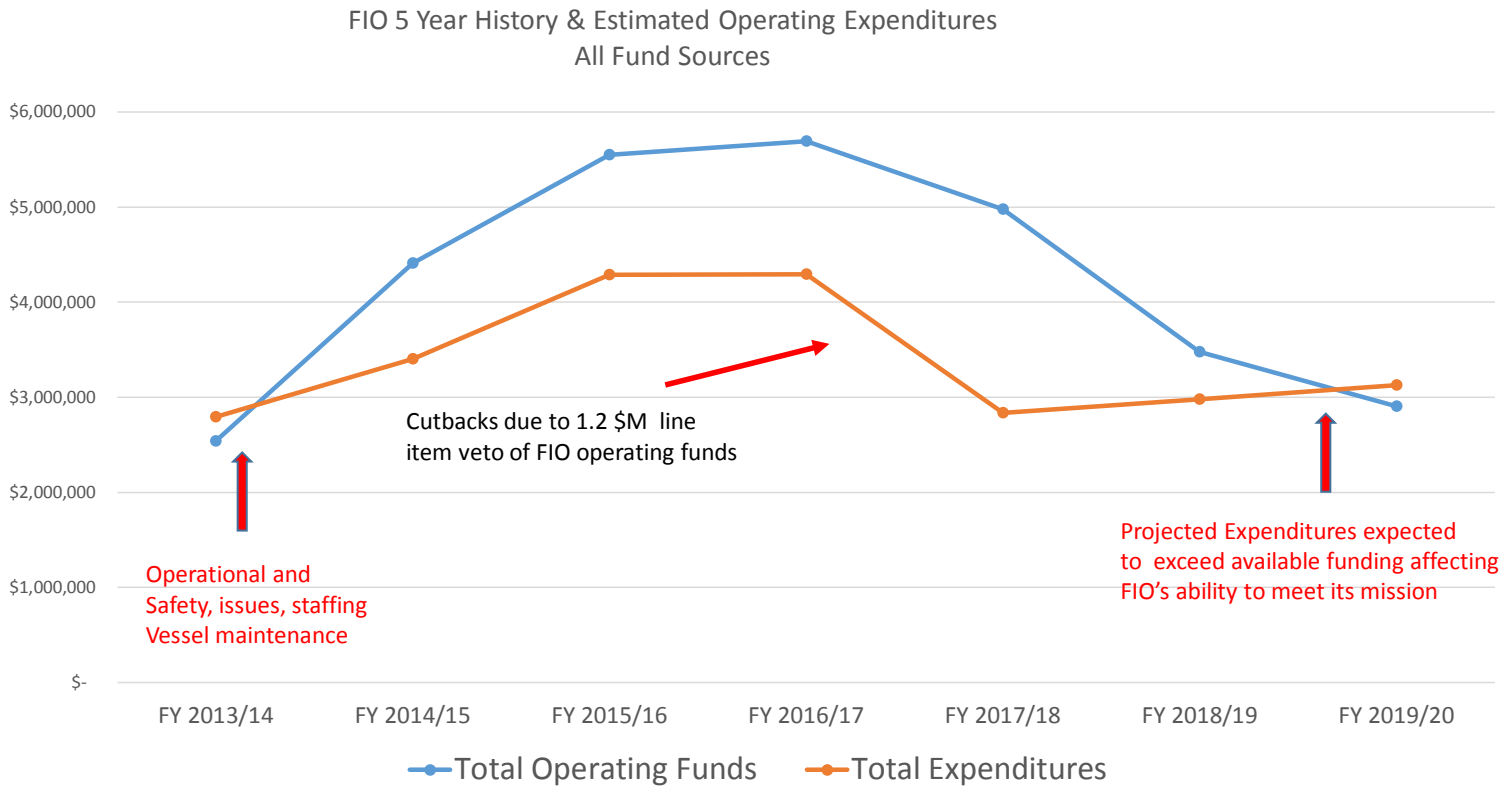
Obj 3.5: FIO will convene workshops that connect people to probe emergent problems..

Inaugural Florida Ocean Economy Forum For Oceans Day in Tallahassee

Obj 3.1: …rethink FIO's role at Ocean's Day in Tallahassee

FIO 2015-2020 Strategic Plan. Goal 3. INFORMATION: FIO will provide a leadership role in communicating scientific information about coastal and marine environments by member institutions to benefit the citizens of Florida

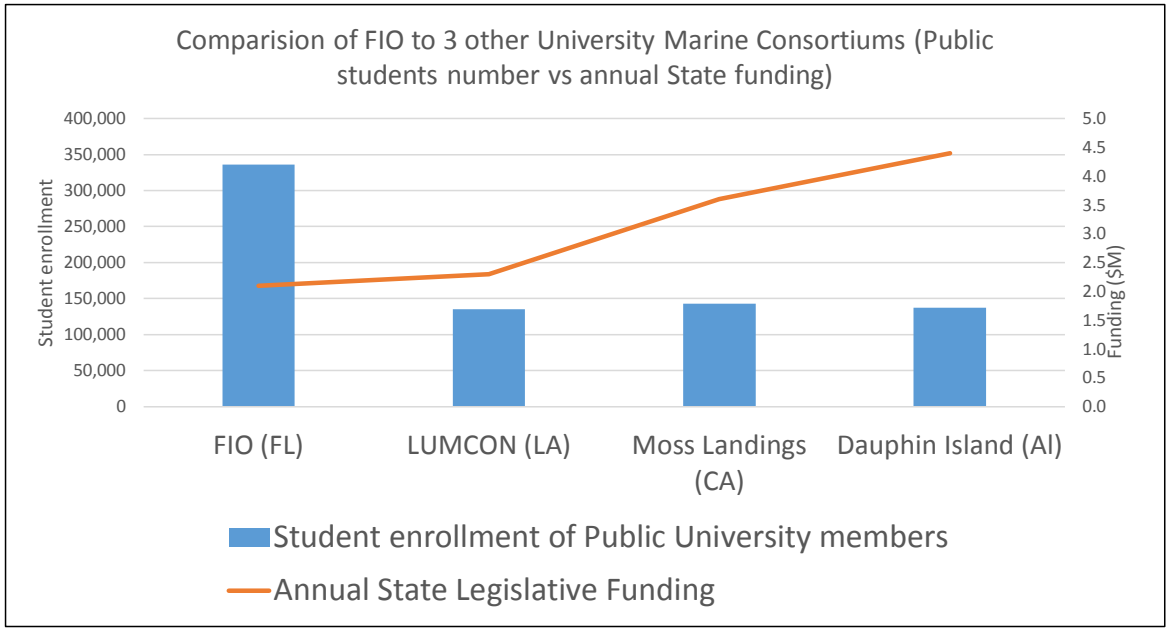
CHALLENGES

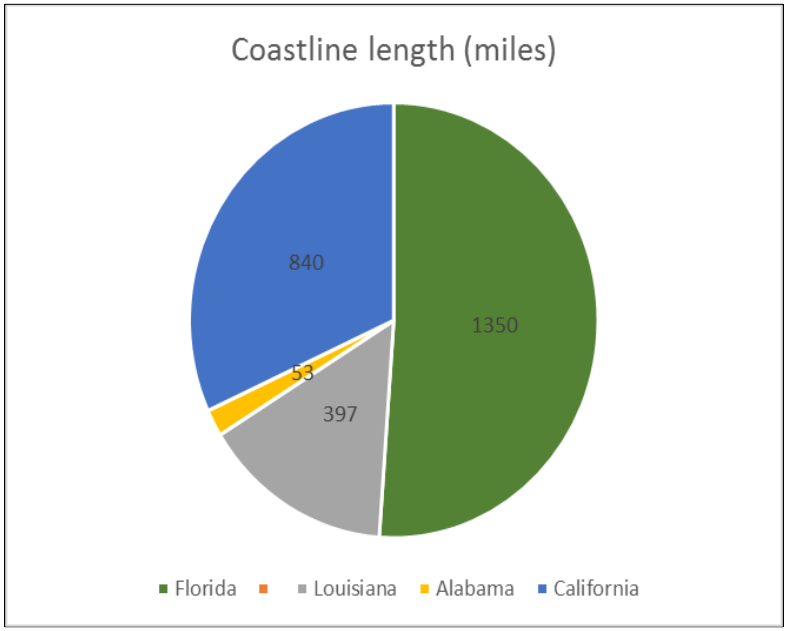


FY 2017-18-est.figures

Opportunities

Compared to three other State University marine consortium's, FIO's has the lowest State operational support yet the most members, public students, and coastal area





Looking Ahead

FIO PRIORITY 2018-19 GOALS

CLOSE OPERATING GAP

MARINE OPERATIONS SAFETY REVIEW

INCREASE ENGAGEMENT OF FIO COSORTIUM (SHARED GOALS, EXPAND FIO ASSET USERS, NEW COURSES)

EXPLORE NEW OPPORTUNITIES WITH CONSOLIDATION, MEMBERSHIP, AND FUNDRAISING PARTNERSHIPS.

PREPARE FOR AISO RENEWAL BY 2020 (UPDATE STRATEGIC PLAN, METRICS)

Agenda Item: III.g.

USF Board of Trustees
September 4, 2018

Issue: Approval of the University of South Florida 2017 Florida Equity Report Annual Update

Proposed action: Approve the University of South Florida's 2017 Florida Equity Report Annual Update for submission to the Board of Governors

Executive Summary:

Commencing in 2006, the Board of Governors was assigned responsibility for compliance oversight of the Florida Educational Equity Act (FEEA), Section 1000.05, Florida Statutes, the Employment Equity Act, the Gender Equity in Athletics Act and other state and federal legislation relating to equity in education. The BOG was also assigned responsibility for the promotion and coordination of information and reporting on key access programs designed to prepare students for postsecondary education.

The Florida Educational Equity Act (FEEA), Section 1000.05, Florida Statutes, and other state and federal legislation, mandate that students and employees should not be discriminated against on the basis of race, ethnicity, national origin, gender, disability or marital status. The annual Educational Equity Update is a reporting tool that enables the BOG to monitor and ensure that provisions of the laws are adhered to, and that educational resources are equitably distributed.

Previous state university equity reporting has included separate Title IX Reports, Gender Equity Reports, University Employment Accountability Plans (EAP), and the Educational Equity Act Plan. Under the BOG, university equity in education reporting will comprise requirements of the FEEA, EAP, and Gender Equity in Athletics.

Financial Impact:

No immediate impact, however, penalties for non-compliance could be significant.

Strategic Goal(s) Item Supports: Goal II
BOT Committee Review Date: ACE Committee - August 27, 2018
Supporting Documentation Online (*please circle*): **Yes** **No**
USF System or Institution specific: USF System
Prepared by: Haywood Brown, M.D., Vice President of Diversity, Inclusion, & Equal Opportunity
Cecil Howard, J.D., Associate Vice President of Diversity, Inclusion, & Equal Opportunity

Florida Equity Report

Report Year: 2018

University of South Florida

Data Year: July – June, 2016 - 2017

Florida Equity Report:

Enrollment, Sex Equity in Athletics, and Employment

Report Year: 2018

University of South Florida

Data Year: July – June, 2016 - 2017

Approved by:

_____

Chair, USF Board of Trustees (or designee)

Approved by:

_____

Dr. Judy Genshaft, USF System President

Submitted by:

_____

Dr. Haywood L. Brown, Vice President for Diversity & Inclusion

Office of Diversity, Inclusion, and Equal Opportunity
4202 E. Fowler Avenue, ALN 172
Tampa, FL 33620
Phone: 813-974-0537
Fax: 813-974-4375

Table of Contents

Part I. EXECUTIVE SUMMARY 4
Part II. POLICIES AND PROCEDURES IN SUPPORT OF EQUITY....6
Part III. ACADEMIC PROGRAMS REVIEWS (A, B, and C). 7

Table 1. Full-Time First-Time-In-College Enrollment....7
Table 2. Florida Community College A.A. Transfers 11
Table 3. Retention of Full-Time FTICs After Six Years....15
Table 4. Graduation Rate of Full-Time FTICs After Six Years 19
Table 5. Bachelor's Degrees Awarded....24
Table 6. Master's Degrees Awarded 28
Table 7. Doctoral Degrees Awarded....32
Table 8. First Professional Degrees Awarded, AY 2012-2013....34

Student Services (D) 38
1. Academic Advising 38
2. Admission to Academic Program 41
3. Health Services....46
4. Club and Intramural Athletics (report on sex equity only)....48
5. Student Financial Assistance 50
6. Housing 53
7. Student Employment 55
8. Educational and Work Environment 56
9. Personnel 57

Overall Effectiveness in Enrollment (E) 57

Part IV. GENDER EQUITY IN ATHLETICS 59
Table 1. Sex Equity in Athletics Update 59
Table 2. Overall Effectiveness in Athletics and Areas for Improvement 62

Part V. EMPLOYMENT REPRESENTATION....63
Table 1. Category Representation: Tenured Instructional Faculty....63
Table 2. Category Representation: Tenure-Track Instructional Faculty....67
Table 3. Category Representation: Faculty Not on Tenure Track Instructional or Faculty Employed at a Non-Tenure-Granting University 71
Table 4. Category Representation: Management Occupation 75

Part VI. AREAS OF IMPROVEMENT AND ACHIEVEMENT....78
Part VII. PROTECTED-CLASS REPRESENTATION IN THE TENURE PROCESS....82
Part VIII. PROMOTION AND TENURE COMMITTEE COMPOSITION....85
Part IX. OTHER REQUIREMENTS....89

A. Budget Plan 89
B. President's Evaluation 90
C. Top Administrator's Evaluations....90

Appendices A. Equity Report Contributors....92
B. Florida Equity Report Guidelines....93

Part I. Executive

Introduction

The Annual Florida Equity Report is required under Florida Statutes as follows: The Florida Educational Equity Act (Section 1000.05 F.S.) and the Florida Board of Governors Regulation 2.003 Equity and Access. The University of South Florida (USF System), which is comprised of three institutions: USF Tampa (USF), USF St. Petersburg (USFSP), and USF Sarasota-Manatee (USFSM), report provides an analysis for key areas as indicated below. The report identifies, measures and provides an analysis of equity, as well as recommendations by which the institution may make improvements for the appropriate representation of women and minorities in selected areas.t

A. Description of Plan Development

The USF Office of Diversity, Inclusion and Equal Opportunity (DIEO) coordinated and compiled the Florida Equity Report with several University System departments associated with each section of the report. These individuals are listed in Appendix A. Data provided by the Office of Decision Support, hiring data from the Office of the Provost, student services data from various Student Affairs and Student Success offices, Athletics, USFSP and USFSM. Prior to submission, the data was reviewed by the Executive Committee for data integrity, the Academic and Campus Environment Committee of the Board of Trustees and finally the President and the Board of Trustees of the USF System.

B. Summary of Institutional Progress

Policies and Procedures in Support of Equity (Part II)

USF System policies for Non-Discrimination and Title IX are included in this document.

Academic Programs (Part III)

USF System First Time in College (FTIC) enrollment of underrepresented students continued to be significant, and increased to 41.4% from 40.7% the previous year. Additionally, female enrollment dropped very slightly from 58.7% to 58.6%. USF System transfer enrollment of underrepresented students increased slightly from 39.4% to 40%, and female transfers slightly increased to 57.4%. The USF System increased its enrollment to 43.3% Pell Grant eligible students, which indicates USF's commitment to economically disadvantaged students. This trend has continued to increase over the past five years. Additionally, the USF System has substantially increased the number of bachelor degrees awarded to Black, Asian, Two or more races, and Hispanic students. The overall graduation rate for the USF System after six years was 68.8%, which is a slight increase from the previous year. During the past five years, the achievement gap among underrepresented groups was eliminated and in some cases underrepresented students graduated at a higher rate than white students. The USF System, recognized the gender gap in male graduation rates across the three institutions and is strengthening academic advising to improve male student attainment. While there have been slight changes within the diversity of the student body, all three System institutions have strategic initiatives to continue outreach to underrepresented students and maintain a strong, diverse student body that remains in place.

Gender Equity (Part IV)

The USF System is compliant in all areas. USF Athletics announced the addition of women's sport (rowing). Female participation has increased, which resulted in a decrease gap of 1% in proportionality.

Employment Presentation (Part V)

The total number of faculty system-wide increased by 46 positions in 2016. Of these, tenured faculty decreased by1.3% (N=11) from the previous year, tenure track decreased by 3% (N=10) and non-tenured track increased by 8.7% (N=67). Of the total 67 new faculty positions, 68.7% were diverse faculty. As it related to gender, 36 of the new faculty members were females representing 53.7% of the new faculty positions in 2016.

Areas of Improvement and Achievement (Part VI)

The USF System has maintained a significant number of enrolled diverse students. The level of successful outcomes in retention and graduation have increased for diverse students, and in some instances, diverse students outperformed white students. The various Offices of Admissions continue to implement unique strategies within their communities that are generating additional positive outcomes with underrepresented students. In the area of employment, USF continues to grow its diversity while continuing to invest in strategies to maintain and surpass its overall standing in the employment of females and minorities.

Protected Class Representation in the Tenure Process (Part VII)

Female faculty members in the USF System participated in the tenure-granting process and there appear to be no artificial barriers. Ninety-eight percent of the faculty who applied for tenure were granted tenure.

Promotion and Tenure Committee Composition (Party VIII)

Female and underrepresented faculty are involved in the tenure process and the USF System encourages diverse faculty participation in the Tenure Committee composition.

C. Budget Plan

The USF System has maintained resources that support equity goals and in some instances has identified other areas for improvement and added additional resources, which are detailed in Section IX of this report.

Part II. Review of Policies and Procedures

The policies that are specifically formulated to ensure equity at USF and their respective web links are:

A. Diversity and Equal Opportunity Policy, Policy 0-007 http://regulationspolicies.usf.edu/policies-and-procedures/pdfs/policy-0-007.pdf

B. Sexual Misconduct/Sexual Harassment Policy, Policy 0-004 http://regulationspolicies.usf.edu/policies-and-procedures/pdfs/policy-0-004.pdf

C. Disability and Accommodations Policy, Policy 0-108 http://regulationspolicies.usf.edu/policies-and-procedures/pdfs/policy-0-108.pdf

D. Veterans Services for Students Policy, Policy 34-001 http://regulationspolicies.usf.edu/policies-and-procedures/pdfs/policy-34-001.pdf

The above mentioned policies are disseminated through posting on the USF Website. Also, training for staff is conducted on these policies.

Part III. Academic Program Reviews

The Academic Program Reviews cover undergraduate, graduate, and first professional degree enrollment as required by Florida statute. Charts 1-8, and the corresponding narrative, addresses Section A, B, and C. For the purpose of this report racially/ethnically diverse students refer specifically to Black, American Indian/Alaskan Native, Asian, Hispanic, Native Hawaiian/Other Pacific Islander, and Two or more races. These data are obtained from the USF System Office of Decision Support through the Integrated Postsecondary Education Data System (IPEDS).

Academic Program Reviews (Part III. A,B,C)

Table 1. First Time in College Enrollment

USF System

Table 1a. First-Time-In-College Enrollment, Fall 2017, Fall 2016, and Fall 2012

	NRA	B	AI/AN	A	H	NH/OPI	W	≥TWO	UNK	TOTAL
Men	107	121	0	164	408	3	1039	85	83	2010
Women	94	279	4	195	596	1	1435	157	93	2854
Total FTIC Fall 2017	201	400	4	359	1004	4	2474	242	176	4864
Category % of Total Fall 2017	4.1%	8.2%	0.1%	7.4%	20.6%	0.1%	50.9%	5.0%	3.6%	100.0%
Total FTIC Fall 2016	196	398	6	357	924	7	2477	233	124	4722
Category % of Total Fall 2016	4.2%	8.4%	0.1%	7.6%	19.6%	0.1%	52.5%	4.9%	2.6%	100.0%
Total FTIC Fall 2012	101	403	8	276	805	12	2493	196	57	4351
Category % of Total Fall 2012	2.3%	9.3%	0.2%	6.3%	18.5%	0.3%	57.3%	4.5%	1.3%	100.0%
Percentage Change in number from Fall 2012 to Fall 2017	99.0%	-0.7%	-50.0%	30.1%	24.7%	-66.7%	-0.8%	23.5%	208.8%	11.8%

Source All Years: IPEDS FALL ENROLLMENT Part A, Fall enrollment by race/ethnicity and sex, Column 1 First time students

The USF System First Time in College (FTIC) Enrollment data included 58.7% female and 41.3% male for the 2017-2018 academic year.

As indicated in Table 1a., the composition of racially and ethnically diverse students for the USF System student continued to be significant at 41.4%. This is a slight decrease from the previous year. The 41.4% is comprised of

students from various race/ethnic backgrounds including: Black, American Indian/Alaskan Native, Asian, Hispanic, Native Hawaiian/Other Pacific Islander, and Two or more races. White students represented 50.9%, Non Resident Alien (International) Students represented 4.1%, and students identifying as Unknown represented 3.6% of the USF System student body during the fall 2017 enrollment.

While the FTIC Enrollment data indicates moderate changes from 2012 to 2017, the 2016 data indicates minor changes if any throughout all racial categories.

A specific presentation of these date for each institution is included below.

USF Tampa

Table 1b. First-Time-In-College Enrollment, Fall 2017, Fall 2016, and Fall 2012

	NRA	B	AI/AN	A	H	NH/OPI	W	≥TWO	UNK	TOTAL
Men	106	106	0	153	349	2	875	76	75	1742
Women	88	241	3	180	484	1	1167	124	73	2361
Total FTIC Fall 2017	194	347	3	333	833	3	2042	200	148	4103
Category % of Total Fall 2017	4.7%	8.5%	0.1%	8.1%	20.3%	0.1%	49.8%	4.9%	3.6%	100.0%
Total FTIC Fall 2016	192	346	2	337	780	6	2046	194	107	4010
Category % of Total Fall 2016	4.8%	8.6%	0.0%	8.4%	19.5%	0.1%	51.0%	4.8%	2.7%	100.0%
Total FTIC Fall 2012	100	332	8	237	689	9	2113	177	50	3715
Category % of Total Fall 2012	2.7%	8.9%	0.2%	6.4%	18.5%	0.2%	56.9%	4.8%	1.3%	100.0%
Percentage Change in number from Fall 2012 to Fall 2017	94.0%	4.5%	-62.5%	40.5%	20.9%	-66.7%	-3.4%	13.0%	196.0%	10.4%

Source All Years: IPEDS Fall Enrollment Part A, Fall enrollment by race/ethnicity and sex, Column 1 First time students

New freshman minority student enrollment at USF Tampa totaled 1,719 for the fall 2017 semester and represented 42% of the entire FTIC cohort that entered in the fall 2017 semester. Hispanic freshmen (833) comprised 20.3% of the cohort, while Blacks (347) comprised 8.5%, Asians (333) 8.1%, students reporting two or more races (200) 4.9%, and Native Hawaiians (3) and American Indians/Alaskan Natives (3) less than 1% each. Only 49.8% of the fall 2017 FTIC cohort identified as White.

USF St. Petersburg

Table 1c. First-Time-In-College Enrollment, Fall 2017, Fall 2016, and Fall 2012

	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO	UNK	TOTAL
Men	1	14	0	10	52	1	126	7	7	218
Women	2	37	1	14	93	0	219	30	16	412
Total FTIC Fall 2017	3	51	1	24	145	1	345	37	23	630
Category % of Total Fall 2017	0.5%	8.1%	0.2%	3.8%	23.0%	0.2%	54.8%	5.9%	3.7%	100.0%
Total FTIC Fall 2016	3	50	3	17	133	1	359	36	14	616
Category % of Total Fall 2016	0.5%	8.1%	0.5%	2.8%	21.6%	0.2%	58.3%	5.8%	2.3%	100.0%
Total FTIC Fall 2012	1	71	0	39	116	3	380	19	7	636
Category % of Total Fall 2012	0.2%	11.2%	N/A	6.1%	18.2%	0.5%	59.7%	3.0%	1.1%	100.0%
Percentage Change in number from Fall 2012 to Fall 2017	200.0 %	-28.2%	N/A	-38.5%	25.0%	-66.7%	-9.2%	94.7%	228.6%	-0.9%

Source All Years: IPEDS Fall Enrollment Part A, Fall enrollment by race/ethnicity and sex, Column 1 First time students

Overall, USF St. Petersburg's (USFSP) First Time in College (FTIC) enrollment increased by 14 students (2.2%). FTIC enrollment for 2017 was comprised of 65% female (412) and 35% male (218).

Enrollment of a racially and ethnically diverse class was maintained and, in some areas, improved. While the Black population held at 8.1%, Hispanic increased by 1.4%, from 21.6% to 23%. Conversely, a slightly higher percentage of students (1.4%) did not report a racial or ethnic background.

The five-year period from 2012 to 2017 shows while overall new FTIC enrollment remained consistent, most racial categories experienced declines. The increase in Hispanic students (25%) over the five-year time frame aligns with national trends.

USF Sarasota-Manatee										
Table 1d. First-Time-In-College Enrollment, Fall 2017, Fall 2016, and Fall 2012										
	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO	UNK	TOTAL
Men	0	1	0	1	7	0	38	2	1	50
Women	4	1	0	1	19	0	49	3	4	81
Total FTIC Fall 2017	4	2	0	2	26	0	87	5	5	131
Category % of Total Fall 2017	3.1%	1.5%	N/A	1.5%	19.8%	N/A	66.4%	3.8%	3.8%	100.0%
Total FTIC Fall 2016	1	2	1	3	11	0	72	3	3	96
Category % of Total Fall 2016	1.0%	2.1%	1.0%	3.1%	11.5%	N/A	75.0%	3.1%	3.1%	100.0%
Total FTIC Fall 2012	0	0	0	0	0	0	0	0	0	0
Category % of Total Fall 2012	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Percentage Change in number from Fall 2012 to Fall 2017	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Source All Years: IPEDS Fall Enrollment Part A, Fall enrollment by race/ethnicity and sex, Column 1 First time students										

Among full-time, first-time-in-college freshmen (FTIC) at USF Sarasota-Manatee in 2017, men comprised 38% of this population, reflecting an increase of 10 percentage points over 2016.

The minority representation (Black, Hispanic, Asian, American Indian/Alaskan Natives, and Two or More Races) in the FTIC Cohort increased from 20.8% in fall 2016 to 26.6% in 2017. The proportion of Hispanic students in the Cohort rose by 8 percentage points, whereas the White proportion declined by about 9 percentage points. The proportion of students representing two or more racial/ethnic groups increased slightly with 2 additional students, but the representation from Black, Asian, and American Indian students declined even more than their small numbers in 2016.

The FTIC Fall 2017 Cohort shows a significant increase in Hispanic students, particularly women. Note that USF Sarasota-Manatee did not have FTIC students in 2012, because the First Freshman entered in Fall Semester 2013.

Table 2. Fulltime Transfers Enrollment

USF System

Table 2a. Fulltime Transfers, Fall 2017 (and Summer Continuing into Fall), Fall 2016 and Fall 2012

	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO	UNK	FEMALE	MALE	TOTAL
Total Fall 2017	150	391	9	166	677	5	1783	128	133	1977	1465	3442
Category % of Total Fall 2017	4.4%	11.4%	0.3%	4.8%	19.7%	0.1%	51.8%	3.7%	3.9%	57.4%	42.6%	100.0%
Total Fall 2016	119	336	9	155	610	5	1644	110	130	1785	1333	3118
Category % of Total Fall 2016	3.8%	10.8%	0.3%	5.0%	19.6%	0.2%	52.7%	3.5%	4.2%	57.2%	42.8%	100.0%
Total Fall 2012	87	370	8	127	553	10	1807	106	61	1764	1365	3129
Category % of Total Fall 2012	2.8%	11.8%	0.3%	4.1%	17.7%	0.3%	57.8%	3.4%	1.9%	N/A	N/A	100.0%
Percentage Change in number from Fall 2012 to Fall 2017	72.4%	5.7%	12.5%	30.7%	22.4%	-50.0%	-1.3%	20.8%	118.0%	12.1%	7.3%	10.0%

Source All Years: IPEDS FALL ENROLLMENT Part A, Fall enrollment by race/ethnicity and sex, Column 2 Transfer-in students

The USF System Fulltime Transfers data included 57.4% female and 42.6% males for the 2017-2018 academic year when compared to the previous year the numbers were consistent.

As indicated in Table 2a, the composition of racially and ethnically diverse students who transferred from community colleges to the USF System continues to be significant at 40%. This is consistent with the previous year. The 40% is comprised of students from various race/ethnic backgrounds including: Black, American Indian/Alaskan Native, Asian, Hispanic, Native Hawaiian/Other Pacific Islander, and Two or more races. White students represented 51.8%, Non Resident Alien (International) Students represented 4.4%, and students identifying as Unknown represented 3.9% of the USF System student body during the fall 2017 enrollment.

The Community College A.A. Transfers data indicates slight changes from 2012 to 2017 and minor changes, if any, throughout all racial categories. The analyses of the three USF institutions are discussed in the following narratives for each institution.

USF Tampa

Table 2b. Fulltime Transfers, Fall 2017 (and Summer Continuing into Fall), Fall 2016 and Fall 2012

	NRA	B	AI/ AN	A	H	NH/O PI	W	≥ TW O	UNK	FEM ALE	MALE	TOTAL
Total Fall 2017	142	351	7	146	583	4	1317	109	115	1572	1202	2774
Category % of Total Fall 2017	5.1%	12.7%	0.3%	5.3%	21.0%	0.1%	47.5%	3.9%	4.1%	56.7%	43.3%	100.0%
Total Fall 2016	110	295	9	142	528	4	1215	82	109	1397	1097	2494
Category % of Total Fall 2016	4.4%	11.8%	0.4%	5.7%	21.2%	0.2%	48.7%	3.3%	4.4%	56.0%	44.0%	100.0%
Total Fall 2012	85	327	6	114	463	8	1356	83	48	1389	1101	2490
Category % of Total Fall 2012	3.4%	13.1%	0.2%	4.6%	18.6%	0.3%	54.5%	3.3%	1.9%	55.8%	44.2%	100.0%
Percentage Change in number from Fall 2012 to Fall 2017	67.1 %	7.3%	16.7 %	28.1 %	25.9%	-50.0%	-2.9%	31.3 %	139.6 %	13.2%	9.2%	11.4%

Source All Years: IPEDS FALL ENROLLMENT Part A, Fall enrollment by race/ethnicity and sex, Column 2 Transfer-in students

New FCS transfer enrollments at USF from racially and ethnically diverse populations totaled 1,200 and represented 43.3% of the entire FCS transfer cohort in Summer/Fall 2017. The headcount is up by 140 from the 2016 cohort, with the ratio of males and females relatively unchanged. Only 47.5% of the fall 2017 transfer student cohort identified as White.

USF St. Petersburg

Table 2c. Fulltime Transfers, Fall 2017 (and Summer Continuing into Fall), Fall 2016 and Fall 2012

	NRA	B	AI/AN	A	H	NH/ OPI	W	≥ TWO	UNK	FEMALE	MALE	TOTAL
Total Fall 2017	2	31	1	11	44	1	287	12	9	245	153	398
Category % of Total Fall 2017	0.5%	7.8%	0.3%	2.8%	11.1%	0.3%	72.1%	3.0%	2.3%	61.6%	38.4%	100.0%
Total Fall 2016	8	32	0	6	57	0	268	18	16	251	154	405
Category % of Total Fall 2016	2.0%	7.9%	N/A	1.5%	14.1%	N/A	66.2%	4.4%	4.0%	62.0%	38.0%	100.0%
Total Fall 2012	1	24	2	8	56	2	262	13	8	222	154	376
Category % of Total Fall 2012	0.3%	6.4%	0.5%	2.1%	14.9%	0.5%	69.7%	3.5%	2.1%	59.0%	41.0%	100.0%
Percentage Change in number from Fall 2012 to Fall 2017	100.0 %	29.2%	-50.0%	37.5%	-21.4%	-50.0%	9.5%	-7.7%	12.5%	10.4%	-0.6%	5.9%

Source All Years: IPEDS FALL ENROLLMENT Part A, Fall enrollment by race/ethnicity and sex, Column 2 Transfer-in students

USFSP slightly decreased Florida College System transfers, from 405to 398. The female and male percentage distributions (61.6% and 38.4% respectively) remained consistent with the previous year.

Racial diversity softened relative to 2016 data, most notably with Hispanic students, which decreased from 14.1% to 11.1%. Nevertheless, total numbers for Black and Asian students increased over the five-year duration, with Black students up 29% and Asian students up 37.5%.

USF Sarasota-Manatee

Table 2d. Fulltime Transfers, Fall 2017 (and Summer Continuing into Fall), Fall 2016 and Fall 2012

	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO	UNK	FEMALE	MALE	TOTAL
Total Fall 2017	6	9	1	9	50	0	179	7	9	160	110	270
Category % of Total Fall 2017	2.2%	3.3%	0.4%	3.3%	18.5%	N/A	66.3%	2.6%	3.3%	59.3%	40.7%	100.0%
Total Fall 2016	1	9	0	7	25	1	161	10	5	137	82	219
Category % of Total Fall 2016	0.5%	4.1%	N/A	3.2%	11.4%	0.5%	73.5%	4.6%	2.3%	62.6%	37.4%	100.0%
Total Fall 2012	1	19	0	5	34	0	189	10	5	153	110	263
Category % of Total Fall 2012	0.4%	7.2%	N/A	1.9%	12.9%	N/A	71.9%	3.8%	1.9%	58.2%	41.8%	100.0%
Percentage Change in number from Fall 2012 to Fall 2017	500.0%	-52.6%	N/A	80.0%	47.1%	N/A	-5.3%	-30.0%	80.0%	4.6%	0.0%	2.7%

Source All Years: IPEDS FALL ENROLLMENT Part A, Fall enrollment by race/ethnicity and sex, Column 2 Transfer-in students

Men represented 40.7% of the fall 2017 Cohort as compared to 37.4% of the fall 2016 Cohort.

The minority representation (Black, Hispanic, Asian, American Indian/Alaskan Natives, and Two or More Races) among Transfers increased from 23.8% in Fall Semester 2016 to 28.1% in 2017, which is also higher than the 2012 figure of 25.8%. The proportion of Hispanic students in the Cohort rose by 7 percentage points (25 more students),

whereas the White proportion declined by 7 percentage points from 2016 to 2017. All other non-White proportions declined from 2016 to 2017, except Asian which increased by 2 students.

Although a higher proportion of men were represented in the fall 2017 Cohort as compared to the fall 2016 Cohort, the representation was not as large as 2012 when men represented 41.8% of the full-time transfers. The Hispanic representation continued to climb, increasing from 11.4% in fall 2016 to 18.5% in fall 2017.

Table 3. Retention of Full-time FTICs Entering Previous AY, After One Year

USF System

Table 3a. Retention of Full-Time FTICs Entering Fall 2016, or Summer 2016 and Continuing into Fall, After One Year

	NRA	B	AI/AN	A	H	NH/OPI	W	≥ Two	Unk	Female	Male	Total
Cohort	193	401	6	358	926	7	2486	233	127	2787	1950	4737
Category % of Total	4.1%	8.5%	0.1%	7.6%	19.5%	0.1%	52.5%	4.9%	2.7%	58.8%	41.2%	100.0%
After 1 year	175	362	6	341	824	5	2171	201	114	2481	1718	4199
Retention Rate	90.7%	90.3%	100.0%	95.3%	89.0%	71.4%	87.3%	86.3%	89.8%	89.0%	88.1%	88.6%

Source: USF System Office of Decision Support

The overall retention rate for the USF System after one year was 88.6%. USF Tampa had a retention rate of 90.3%, which is on target with the retention goal. USFSP was 77.5% and USFSM had an overall retention rate of 81.3%.

The overall retention for the USF System for females was 89% and 88.1% for males, consistent with the previous year. Majority of underrepresented students were retained at a higher rate than the average with Blacks at 90.3%, Asians at 95.3%, and Non Resident Alien (International) at 90.8%. White, Hispanic, and Unknown were slightly below the average at 88%, 87.6%, and 87.9% respectively. Students identifying as American Indian/Alaskan were below the average at 66.7%.

The analyses of the three USF institutions are discussed in the following narratives for each institution.

USF Tampa

Table 3b. Retention of Full-Time FTICs Entering Fall 2016, or Summer 2016 and Continuing into Fall, After One Year

	NRA	B	AI/AN	A	H	NH/OPI	W	≥ Two	Unk	Female	Male	Total
Cohort	190	347	2	337	782	6	2054	195	110	2310	1713	4023
Category % of Total	4.7%	8.6%	0.0%	8.4%	19.4%	0.1%	51.1%	4.8%	2.7%	57.4%	42.6%	100.0%
After 1 year at Same Institution	172	321	2	322	709	4	1827	171	101	2095	1534	3629
Retention Rate	90.5%	92.5%	100.0%	95.5%	90.7%	66.7%	88.9%	87.7%	91.8%	90.7%	89.6%	90.2%
After 1 year at USF System	172	321	2	322	710	4	1831	171	101	2099	1535	3634
Retention Rate	90.5%	92.5%	100.0%	95.5%	90.8%	66.7%	89.1%	87.7%	91.8%	90.9%	89.6%	90.3%

Source: USF System Office of Decision Support

For the 2017 FTIC cohort, underrepresented minority students were retained at higher rates than White students, with Asians recording the highest retention rate (95.5%) followed by Blacks (92.5%) and Hispanics (90.7%). Female retention (90.9%) continues to lead male retention (89.6%) by 1.1%, although a 0.7% increase in male retention closed the gender gap to 1.1% (compared to a 1.7% gap last year). To boost the retention of all students and close the male retention gap, USF Tampa implemented a number of initiatives in 2017-2018. The work of the Persistence Committee, utilizing predictive analytics and a case management approach, continues to produce significant results. The Office of Academic Advocacy, launched to provide more intentional support for struggling students, continues to promote timely progression to graduation by providing students with the right support at the right time.

USF St. Petersburg

Table 3c. Retention of Full-Time FTICs Entering Fall 2016, or Summer 2016 and Continuing into Fall, After One Year

	NRA	B	AI/AN	A	H	NH/OPI	W	≥ Two	Unk	Female	Male	Total
Cohort	2	52	3	18	133	1	360	35	14	408	210	618
Category % of Total	0.3%	8.4%	0.5%	2.9%	21.5%	0.2%	58.3%	5.7%	2.3%	66.0%	34.0%	100.0%
After 1 year at Same Institution	3	41	3	16	105	1	272	27	11	317	162	479
Retention Rate	150.0%	78.8%	100.0%	88.9%	78.9%	100.0%	75.6%	77.1%	78.6%	77.7%	77.1%	77.5%
After 1 year at USF System	3	41	3	16	105	1	278	27	11	322	163	485
Retention Rate	150.0%	78.8%	100.0%	88.9%	78.9%	100.0%	77.2%	77.1%	78.6%	78.9%	77.6%	78.5%

Source: USF System Office of Decision Support

The USFSP full-time FTIC retention rate after one year rose 6.7 percentage points from 70.8% in our previous year to 77.5%. As shown in Table 3c, all student populations, except for those identifying Two or More Races, were retained at USFSP at a higher rate than the previous year. The students who identified as Two or More Races were retained at the same rate as last year, 77.1%.

The highest retention rates (100%) were obtained for American Indian/Alaska Native and Native Hawaiian or Other Pacific Islander students. The USFSP Asian student retention rate increased from 70.6% to 88.9% in one year. The USFSP Hispanic student retention rate increased from 63.5% to 78.9% in one year. Our retention of Black or African American students stayed virtually the same with last year's number at 78.7% and this year's number at 78.8%; however, the number of students in the Black or African American cohort increased by 11%. The retention rate for students with Unknown race increased by 8.6 percentage points from 70% to 78.6%. The retention rate of White students increased 3.3 percentage points from 72.3% to 75.6%. There was no variation in the numbers reported retained at USFSP versus retained at the USF System except for White (system level retention was higher at 77.2%) and Female (system level retention was higher at 78.9%).

The retention rates of both Male and Female students were virtually equivalent at 77.7% for Females and 77.1% for Males. These retention rates reflect an increase of 8.2% for Males in one year and an increase of 5.9% for Females in one year.

USF Sarasota-Manatee

Table 3d. Retention of Full-Time FTICs Entering Fall 2016, or Summer 2016 and Continuing into Fall, After One Year

	NRA	B	AI/AN	A	H	NH/OPI	W	≥ Two	Unk	Female	Male	Total
Cohort	1	2	1	3	11	0	72	3	3	69	27	96
Category % of Total	1.0%	2.1%	1.0%	3.1%	11.5%	N/A	75.0%	3.1%	3.1%	71.9%	28.1%	100.0%
After 1 year at Same Institution	0	0	1	3	9	0	60	3	2	58	20	78
Retention Rate	0.0%	0.0%	N/A	100.0%	81.8%	N/A	83.3%	100.0%	66.7%	84.1%	74.1%	81.3%
After 1 year at USF System	0	0	1	3	9	0	62	3	2	60	20	80
Retention Rate	0.0%	0.0%	N/A	100.0%	81.8%	N/A	86.1%	100.0%	66.7%	87.0%	74.1%	83.3%

Source: USF System Office of Decision Support

Females have a stronger retention rate than males at USF Sarasota-Manatee after one year. Females are retained within the campus at an 84.1% rate as compared to 74.1% for males. Females, if they leave USF Sarasota-Manatee, are more likely to stay within the USF System than males with 87% of females in the cohort staying within the USF System and 74.1% of the males.

Non-white students made up 25% of the cohort but only 23% of students retained by USF Sarasota-Manatee and within the USF System. Both black students left the cohort within one year of entering. 81.8% of the Hispanic students stayed one year as compared to 83.3% of the white students and 100% of the Asian students. In 2015 both black students were still enrolled after one year. The 2015 white student retention rate was 86%, showing a decline in 2016. The Hispanic student rate also declined slightly from 2016 to 2015 when it was 81%.

More students from non-white backgrounds will need to enter as FTIC students before any significant trends can be established.

Table 4. Graduation Rate of Full-Time FTICs After Six Years

USF System

Table 4a. Graduation Rate of Full-Time FTICs, Beginners and Early Admits Entering Fall 2011, or Summer 2011 and Continuing into Fall After Six Years

	NRA	B	AI/AN	A	H	NH/OPI	W	TWO>	Unk	Female	Male	Total
Cohort	69	398	12	266	794	9	2288	161	30	2309	1718	4027
Category % of Total	1.7%	9.9%	0.3%	6.6%	19.7%	0.2%	56.8%	4.0%	0.7%	57.3%	42.7%	100.0%
After 6 years Number of Graduates	56	289	4	225	544	9	1517	105	20	1666	1103	2769
Percent Graduated	81.2%	72.6%	33.3%	84.6%	68.5%	100.0%	66.3%	65.2%	66.7%	72.2%	64.2%	68.8%
Category % Graduated	2.0%	10.4%	0.1%	8.1%	19.6%	0.3%	54.8%	3.8%	0.7%	60.2%	39.8%	100.0%
Number Retained	59	305	2	243	567	11	1615	112	21	1750	1185	2935
Percent Retained	85.5%	76.6%	16.7%	91.4%	71.4%	122.2%	70.6%	69.6%	70.0%	75.8%	69.0%	72.9%
Category % Retained	2.0%	10.4%	0.1%	8.3%	19.3%	0.4%	55.0%	3.8%	0.7%	59.6%	40.4%	100.0%

Source: USF System Office of Decision Support

The overall graduation rate for the USF System after six years was 68.8%, which is a slight increase from the previous year. While both female and male students' graduation percentages increased 72.2% and 64.2% respectively, there remains a gap as documented in national literature.

Students identifying as Non Resident Alien (International) (81.2%), Black (72.6%), Asian (84.6%), and Native Hawaiian/Other Pacific Islander (100%) were above the average for the USF System. Asian/Pacific Islander (33.3%), Hispanic (68.5%), White (66.3%), Two or more races (65.2%), and Unknown (66.7%) were slightly below the average.

The analyses of USF Tampa and USFSP are discussed in the following narratives for each institution

USF Tampa

Table 4b. Graduation Rate of Full-Time FTICs, Beginners and Early Admits Entering Fall 2011, or Summer 2011 and Continuing into Fall After Six Years

	NRA	B	AI/AN	A	H	NH/OPI	W	TWO>	Unk	Female	Male	Total
Cohort	69	353	10	241	673	9	1931	136	29	1964	1487	3451
Category % of Total	2.0%	10.2%	0.3%	7.0%	19.5%	0.3%	56.0%	3.9%	0.8%	56.9%	43.1%	100.0%
After 6 Year Number of Graduates at Same Institution	56	260	2	209	481	9	1305	92	18	1450	982	2432
Percent Graduated at Same Institution	81.2%	73.7%	20.0%	86.7%	71.5%	100.0%	67.6%	67.6%	62.1%	73.8%	66.0%	70.5%
Category % Graduated at Same Institution	2.3%	10.7%	0.1%	8.6%	19.8%	0.4%	53.7%	3.8%	0.7%	59.6%	40.4%	100.0%
Number of Graduates at USF System	56	261	2	210	485	9	1317	92	19	1463	988	2451
Percent Graduated at USF System	81.2%	73.9%	20.0%	87.1%	72.1%	100.0%	68.2%	67.6%	65.5%	74.5%	66.4%	71.0%
Category % Graduated at USF System	2.3%	10.6%	0.1%	8.6%	19.8%	0.4%	53.7%	3.8%	0.8%	59.7%	40.3%	100.0%
Number Retained at Same Institution	59	282	2	231	526	11	1447	102	20	1594	1086	2680
Percent Retained at Same Institution	85.5%	79.9%	20.0%	95.9%	78.2%	122.2%	74.9%	75.0%	69.0%	81.2%	73.0%	77.7%
Category % Retained at Same Institution	2.2%	10.5%	0.1%	8.6%	19.6%	0.4%	54.0%	3.8%	0.7%	59.5%	40.5%	100.0%
Number Retained at USF System	59	285	2	232	529	11	1452	102	20	1601	1091	2692
Percent Retained at USF System	85.5%	80.7%	20.0%	96.3%	78.6%	122.2%	75.2%	75.0%	69.0%	81.5%	73.4%	78.0%
Category % Retained at USF System	2.2%	10.6%	0.1%	8.6%	19.7%	0.4%	53.9%	3.8%	0.7%	59.5%	40.5%	100.0%

Source: USF System Office of Decision Support

The six-year graduation rate increased from 67.5% in 2016 (2010 cohort) to 70.5% (2011 cohort). Under-represented minorities continue to graduate at rates higher than white students, with Blacks graduating at a 73.7% rate followed by Hispanics at 71.5%. Few research universities in the country have eliminated the achievement gap between minority and white students.

Female graduation (73.8%) continued to substantially lead male graduation (66.0%%), with male graduation lagging female graduation by 7.8% for the 2011 full-time FTIC cohort. This gap represents a significant narrowing of the gender gap, which was 9.6% the previous year. As noted above regarding retention gaps in gender, the graduation gap among males and females is also noted as a challenge nationally and internationally. The retention-based initiatives noted above are also intended to reduce the graduation gap among genders by retaining men through graduation.

Goals for improvement include an increase across all races/ethnicities, with an overall goal of 70+% six year graduation rate for 2018-2019.

USF St. Petersburg

Table 4c. Graduation Rate of Full-Time FTICs, Beginners and Early Admits Entering Fall 2011, or Summer 2011 and Continuing into Fall After Six Years

	NRA	B	AI/AN	A	H	NH/OPI	W	TWO>	Unk	Female	Male	Total
Cohort	0	45	2	25	121	0	357	25	1	345	231	576
Category % of Total	N/A	7.8%	0.3%	4.3%	21.0%	N/A	62.0%	4.3%	0.2%	59.9%	40.1%	100.0%
After 6 years Number of Graduates at Same Institution	0	17	0	10	31	0	140	6	1	124	81	205
Percent Graduated at Same Institution	N/A	37.8%	0.0%	40.0%	25.6%	N/A	39.2%	24.0%	100.0%	35.9%	35.1%	35.6%
Category % Graduated at Same Institution	0.0%	8.3%	0.0%	4.9%	15.1%	0.0%	68.3%	2.9%	0.5%	60.5%	39.5%	100.0%
Number of Graduates at USF System	0	28	2	15	59	0	200	13	1	203	115	318
Percent Graduated at USF System	N/A	62.2%	100.0%	60.0%	48.8%	N/A	56.0%	52.0%	100.0%	58.8%	49.8%	55.2%
Category % Graduated at USF System	0.0%	8.8%	0.6%	4.7%	18.6%	0.0%	62.9%	4.1%	0.3%	63.8%	36.2%	100.0%
Number Retained at Same Institution	0	19	0	10	34	0	148	7	1	131	88	219
Percent Retained at Same Institution	N/A	42.2%	0.0%	40.0%	28.1%	N/A	41.5%	28.0%	100.0%	38.0%	38.1%	38.0%
Category % Retained at Same Institution	0.0%	8.7%	0.0%	4.6%	15.5%	0.0%	67.6%	3.2%	0.5%	59.8%	40.2%	100.0%
Number Retained at USF System	0	20	0	11	38	0	163	10	1	149	94	243
Percent Retained at USF System	N/A	44.4%	0.0%	44.0%	31.4%	N/A	45.7%	40.0%	100.0%	43.2%	40.7%	42.2%
Category % Retained at USF System	0.0%	8.2%	0.0%	4.5%	15.6%	0.0%	67.1%	4.1%	0.4%	61.3%	38.7%	100.0%

Source: USF System Office of Decision Support

The USFSP graduation rate continues to be an area of concern and one which we continue to address. This rate increased 4 percentage points within the USF System (an increase from 51.2% in the previous year to 55.2%). In light of the impending reunification of the USF System, we will continue to focus our efforts to increase this number

each year. While this result is positive, we are concerned that the percentage of students completing their degree within 6 years at USFSP declined by 0.8% (from 36.4% to 35.6%). This rate continues to be impacted by the number of students admitted to USFSP who intend to complete their degree elsewhere in the USF System. The primary reason for this change of institution within the system is the fact that USFSP does not offer the student's desired major.

Notable among our positive results is the 23.3 percentage point increase in the number of Black or African American students who started at USFSP and graduated within the USF System. Last year's percentage was 38.9% and this year's percentage is 62.2%. Additionally, we increased the number of Black or African American students in this cohort by 9 students during this time. We also accomplished increases in Asian (+6.2 percentage points with 53.8% last year and 60% this year) and Hispanic (+2.2 percentage points with 46.6% last year and 48.8% this year) USFSP students who graduated within the USF System. Additionally, there was a 2.8 percentage point increase in the number of USFSP White students who graduated within the USF System (53.2% to 56%).

Looking at the USFSP student graduation rates at USFSP, Black or African American students were retained at a 10 percentage point increase (27.8% to 37.8%) and Asian students were retained at a 9.2 percentage point increase (30.8% to 40%). While the percentage of students with Unknown race appears to have increased from 33.3% to 100%, the number of students in this category dropped down to one. There was a decline in the percentage of USFSP students who graduated at USFSP (same institution) in a six categories. It should be noted that the percentages of USFSP graduates within the USF System for each of these categories increased or remained at 100% for five of the six categories.

The six categories reflecting a decline in USFSP students who graduated at USFSP include: American Indian/Alaska Native (-100 percentage point with 1 student at 100% in the previous year and 2 students at 0% this year), Hispanic (-0.4 percentage points with 26% last year and 25.6% this year), students Reporting Two or More Races (-20.4 percentage points with 44.4% last year and 24% this year), White (-0.3 with 39.5% last year and 39.2% this year), Females (-1 percentage point with 36.9% last year and 35.9% this year), and Males (-0.6% with 35.7% last year and 35.1% this year).

USFSP will continue efforts to increase our graduation rates both at USFSP and within the USF System. As mentioned in last year's report, the addition of majors is a critical variable to retain our students at USFSP. We will continue to provide for a smooth transition and expeditious graduation for our students who ultimately pursue their degree within our USF System.

Table 5. Bachelor's Degrees Awarded, Previous AY

USF System

Table 5a. Bachelor's Degrees Awarded, AY 2016- 2017, AY 2015-16, and AY2011-12

	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO	UNK	TOTAL
AY 2016-2017										
Male	213	319	8	241	745	11	2206	110	52	3905
Female	186	634	13	321	1125	12	3010	199	98	5598
Total	399	953	21	562	1870	23	5216	309	150	9503
Category % of Total	4.2%	10.0%	0.2%	5.9%	19.7%	0.2%	54.9%	3.3%	1.6%	100.0%
AY 2015-2016										
Male	129	307	3	221	657	17	2148	127	50	3659
Female	143	672	8	315	1120	12	3036	170	86	5562
Total	272	979	11	536	1777	29	5184	297	136	9221
Category % of Total	2.9%	10.6%	0.1%	5.8%	19.3%	0.3%	56.2%	3.2%	1.5%	100.0%
AY 2011-2012										
Male	70	278	10	213	533	0	2327	16	70	3517
Female	53	638	21	246	858	6	3326	41	123	5312
Total	123	916	31	459	1391	6	5653	57	193	8829
Category % of Total	1.4%	10.4%	0.4%	5.2%	15.8%	0.1%	64.0%	0.6%	2.2%	100.0%

Sources for All Years: IPEDS Completions GRAND TOTAL BY FIRST MAJOR, Bachelor's degrees. Chart for 99.0000, all disciplines.

The USF System awarded 9503 degrees in the 2014-2015 academic year, which is an increase from the previous year. Of the degrees awarded 59% were earned by females and 41% by males which is consistent with the previous academic year.

Among the degrees awarded, students who identified as Non Resident Alien (International), American Indian/Alaskan Native, Asian, Hispanic, and Two or more races increased their percentages from the previous academic year. While Black, Native Hawaiian/Other Pacific Islander, White, and Unknown decreased slightly from the previous year.

The analyses of the three USF institutions are discussed in the following narratives for each institution.

USF Tampa										
Table 5b. Bachelor's Degrees Awarded, AY 2016- 2017, AY 2015-16, and AY2011-12										
	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO	UNK	TOTAL
AY 2016-2017										
Male	208	290	6	222	671	10	1822	99	45	3373
Female	179	590	12	285	1006	8	2392	174	81	4727
Total	387	880	18	507	1677	18	4214	273	126	8100
Category % of Total	4.8%	10.9%	0.2%	6.3%	20.7%	0.2%	52.0%	3.4%	1.6%	100.0%
AY 2015-2016										
Male	125	274	3	202	587	15	1780	113	41	3140
Female	137	609	7	287	1004	10	2460	153	68	4735
Total	262	883	10	489	1591	25	4240	266	109	7875
Category % of Total	3.3%	11.2%	0.1%	6.2%	20.2%	0.3%	53.8%	3.4%	1.4%	100.0%
AY 2011-2012										
Male	61	261	7	201	488	0	1962	15	61	3056
Female	46	595	18	221	781	4	2745	37	107	4554
Total	107	856	25	422	1269	4	4707	52	168	7610
Category % of Total	1.4%	11.2%	0.3%	5.5%	16.7%	0.1%	61.9%	0.7%	2.2%	100.0%
Sources for All Years: IPEDS Completions GRAND TOTAL BY FIRST MAJOR, Bachelor's degrees. Chart for 99.0000, all disciplines.										

The total number of bachelor's degrees awarded increased from 7,875 (2015-2016) to 8,100 (2016-2017), the number of degrees awarded has slightly increased over a five year period. The campus-wide student Success movement, focused on n boosting persistence and completion rates, has increased the number of degrees awarded to minority students, with continuous increases expected in the coming years.

Degrees awarded in terms of race/ethnicity as compared to prior year increased from 3,246 in 2016 to 3,373 in 2017.

USF St. Petersburg										
Table 5c. Bachelor's Degrees Awarded, AY 2016- 2017, AY 2015-16, and AY2011-12										
	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO	UNK	TOTAL
AY 2016-2017										
Male	3	19	2	14	55	1	244	8	4	350
Female	3	33	0	27	85	4	415	17	9	593
Total	6	52	2	41	140	5	659	25	13	943
Category % of Total	0.6%	5.5%	0.2%	4.3%	14.8%	0.5%	69.9%	2.7%	1.4%	100.0%
AY 2015-2016										
Male	1	19	0	16	49	2	232	11	6	336
Female	3	41	1	23	79	2	371	14	12	546
Total	4	60	1	39	128	4	603	25	18	882
Category % of Total	0.5%	6.8%	0.1%	4.4%	14.5%	0.5%	68.4%	2.8%	2.0%	100.0%
AY 2011-2012										
Male	6	7	1	7	27	0	224	0	5	277
Female	2	29	2	18	37	0	328	2	11	429
Total	8	36	3	25	64	0	552	2	16	706
Category % of Total	1.1%	5.1%	0.4%	3.5%	9.1%	N/A	78.2%	0.3%	2.3%	100.0%
Sources for All Years: IPEDS Completions GRAND TOTAL BY FIRST MAJOR, Bachelor's degrees. Chart for 99.0000, all disciplines.										

USF St. Petersburg awarded 943 bachelor's degrees in the 2016-2017 academic year, which is an increase of 61 more degrees from the previous year. Comparing this to 5 years prior, 2011-2012, USFSP has awarded 237 more degrees in a 5 year time span. Of the degrees awarded this past academic year, more are awarded to females (63%) as opposed to males (37%,) which follows a trend we have seen in the past five years.

Compared to the previous year, degrees awarded to students who identified as Hispanic, American Indian/Alaskan Native, or as Non-Resident Aliens increased slightly for a total of a .5% increase. Degrees awarded for those identified as black deceased by 1.3%. Degrees awarded by those identified as white increased by 1.5%. Degrees to others who identified with other race/nationalities remained fairly the same. Compared to five years ago, degrees awarded to those who identified as Hispanic increased the most, by 5.7% followed by those who identified with two or more ethnicities/nationalities 2.4%.

USF Sarasota-Manatee

Table 5d. Bachelor's Degrees Awarded, AY 2016- 2017, AY 2015-16, and AY2011-12

	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO	UNK	TOTAL
AY 2016-2017										
Male	2	10	0	5	19	0	140	3	3	182
Female	4	11	1	9	34	0	203	8	8	278
Total	6	21	1	14	53	0	343	11	11	460
Category % of Total	1.3%	4.6%	0.2%	3.0%	11.5%	N/A	74.6%	2.4%	2.4%	100.0%
AY 2015-2016										
Male	3	14	0	3	21	0	136	3	3	183
Female	3	22	0	5	37	0	205	3	6	281
Total	6	36	0	8	58	0	341	6	9	464
Category % of Total	1.3%	7.8%	N/A	1.7%	12.5%	N/A	73.5%	1.3%	1.9%	100.0%
AY 2011-2012										
Male	3	10	2	5	18	0	141	1	4	184
Female	5	14	1	7	40	2	253	2	5	329
Total	8	24	3	12	58	2	394	3	9	513
Category % of Total	1.6%	4.7%	0.6%	2.3%	11.3%	0.4%	76.8%	0.6%	1.8%	100.0%

Sources for All Years: IPEDS Completions GRAND TOTAL BY FIRST MAJOR, Bachelor's degrees. Chart for 99.0000, all disciplines.

The decline in bachelor's degrees between 2011-12 and 2016-17 has been a result of a lower number of females. The number of males has remained similar over this time. No significant differences were noted in the number of master's degrees awarded across racial/ethnic groups. The number of degrees overall has declined since 2011-12, primarily among females.

Table 6. Master's Degrees Awarded, Previous AY

USF System										
Table 6a. Master's Degrees Awarded, AY 2016- 2017, AY 2015-16, and AY2011-12										
	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO	UNK	TOTAL
AY 2016-2017										
Male	539	75	3	60	142	5	673	28	36	1561
Female	286	185	2	100	247	1	1018	38	49	1926
Total	825	260	5	160	389	6	1691	66	85	3487
Category % of Total	23.7%	7.5%	0.1%	4.6%	11.2%	0.2%	48.5%	1.9%	2.4%	100.0%
AY 2015-2016										
Male	382	71	3	62	133	2	641	15	39	1348
Female	235	194	3	104	214	1	1012	38	55	1856
Total	617	265	6	166	347	3	1653	53	94	3204
Category % of Total	19.3%	8.3%	0.2%	5.2%	10.8%	0.1%	51.6%	1.7%	2.9%	100.0%
AY 2011-2012										
Male	107	63	3	54	102	0	619	6	11	965
Female	99	147	9	94	170	1	1204	21	20	1765
Total	206	210	12	148	272	1	1823	27	31	2730
Category % of Total	7.5%	7.7%	0.4%	5.4%	10.0%	0.0%	66.8%	1.0%	1.1%	100.0%
Source for all Years: IPEDS Completions GRAND TOTAL BY FIRST MAJOR, Master's degrees. Chart for 99.0000, all disciplines.										

The USF System awarded 3,487 master's degrees during the 2016-2017 academic year. Of the degrees awarded 55.2% were awarded to females. As it relates to race, there was an increase in degrees awarded to students in the Non Resident Alien (International), Hispanic, and Two or more races categories and a decrease in students in the Black, American Indian/Alaskan Native, Asian, Native Hawaiian/Other Pacific Islander, White, and race Unknown categories.

USF Tampa

Table 6b. Master's Degrees Awarded, AY 2016- 2017, AY 2015-16, and AY2011-12

	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO	UNK	TOTAL
AY 2016-2017										
Male	532	71	3	53	136	4	603	26	32	1460
Female	279	170	1	93	226	1	884	34	45	1733
Total	811	241	4	146	362	5	1487	60	77	3193
Category % of Total	25.4%	7.5%	0.1%	4.6%	11.3%	0.2%	46.6%	1.9%	2.4%	100.0%
AY 2015-2016										
Male	377	67	3	58	123	2	565	14	38	1247
Female	231	181	2	99	202	1	888	36	53	1693
Total	608	248	5	157	325	3	1453	50	91	2940
Category % of Total	20.7%	8.4%	0.2%	5.3%	11.1%	0.1%	49.4%	1.7%	3.1%	100.0%
AY 2011-2012										
Male	105	61	3	50	99	0	560	6	10	894
Female	98	144	9	91	162	1	1076	20	17	1618
Total	203	205	12	141	261	1	1636	26	27	2512
Category % of Total	8.1%	8.2%	0.5%	5.6%	10.4%	0.0%	65.1%	1.0%	1.1%	100.0%

Source for all Years: IPEDS Completions GRAND TOTAL BY FIRST MAJOR, Master's degrees. Chart for 99.0000, all disciplines.

As shown in Table 6b, USF Tampa awarded 3,193 Master's degrees in 2016-17. Of degrees awarded, the majority (54.3%) went to females. This continues a pattern found in 2015-16 (57.6%) and 2011-12 (66.4%) in which women were also awarded a greater proportion of degrees than men, though in lesser proportion than those previous years.

In 2016-17, 46.6% of Master's degree recipients were White. This represents substantial proportional decreases from 2015-16 (49.4%) and especially 2011-2012 (65.1%), indicating that Whites are a decreasing proportion of recipients. In terms of degrees awarded, USF is now a minority-serving institution. Among the various racial/ethnic categories, Non-Resident Aliens stand out as a group whose proportion of recipients has increased across both time periods, especially when compared to 2011-12. The percent of Master's degrees being awarded to Asians, Hispanics, and other non-White groups has remained proportionately stable (less than 2 percentage points difference) across the time spans. However, the percent of degrees awarded to Blacks has decreased by, albeit by less than 1 percentage point.

USF St. Petersburg

Table 6c. Master's Degrees Awarded, AY 2016- 2017, AY 2015-16, and AY2011-12

	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO	UNK	TOTAL
AY 2016-2017										
Male	5	4	0	2	4	1	50	1	3	70
Female	2	14	0	6	16	0	103	3	3	147
Total	7	18	0	8	20	1	153	4	6	217
Category % of Total	3.2%	8.3%	N/A	3.7%	9.2%	0.5%	70.5%	1.8%	2.8%	100.0%
AY 2015-2016										
Male	3	3	0	4	9	0	67	1	1	88
Female	1	11	1	4	9	0	94	2	1	123
Total	4	14	1	8	18	0	161	3	2	211
Category % of Total	1.9%	6.6%	0.5%	3.8%	8.5%	N/A	76.3%	1.4%	0.9%	100.0%
AY 2011-2012										
Male	2	2	0	3	2	0	44	0	1	54
Female	0	1	0	2	4	0	83	1	1	92
Total	2	3	0	5	6	0	127	1	2	146
Category % of Total	1.4%	2.1%	N/A	3.4%	4.1%	N/A	87.0%	0.7%	1.4%	100.0%

Source for all Years: IPEDS Completions GRAND TOTAL BY FIRST MAJOR, Master's degrees. Chart for 99.0000, all disciplines.

USF St. Petersburg awarded degrees to 217 master's students in AY 2016-17. Historically the gender split for graduate students at USFSP has been roughly a 60/40 representation in favor of females; however, for AY 16-17, the number of females increased an additional 10% over the previous year (proportional to the whole) – 68% of master's students awarded degrees were female, 32% were male.

In a year over year comparison, AY 16-17 graduated more master's students in underrepresented categories than in AY 15-16. Increases are noted in all categories other than Asian, which decreased by just .1%. Total degrees awarded were up slightly (+6 students) and the number of master's degrees awarded to White students decreased by 6.5%. Significant changes during the five-year period from AY 2011-12 to 2016-17 include a 5.1% increase in the number of master's degrees awarded to Hispanic students, and a 6.2% increase in master's degrees awarded to Black students. The increases are expected as they are consistent with increases in acceptance and yield rates for these categories in AY 14-15 and a university-wide time to degree mean of 2.02 years for AY 16-17.

USF Sarasota-Manatee

Table 6d. Master's Degrees Awarded, AY 2016- 2017, AY 2015-16, and AY2011-12

	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO	UNK	TOTAL
AY 2016-2017										
Male	2	0	0	5	2	0	20	1	1	31
Female	5	1	1	1	5	0	31	1	1	46
Total	7	1	1	6	7	0	51	2	2	77
Category % of Total	9.1%	1.3%	1.3%	7.8%	9.1%	N/A	66.2%	2.6%	2.6%	100.0%
AY 2015-2016										
Male	2	1	0	0	1	0	9	0	0	13
Female	3	2	0	1	3	0	30	0	1	40
Total	5	3	0	1	4	0	39	0	1	53
Category % of Total	9.4%	5.7%	N/A	1.9%	7.5%	N/A	73.6%	N/A	1.9%	100.0%
AY 2011-2012										
Male	0	0	0	1	1	0	15	0	0	17
Female	1	2	0	1	4	0	45	0	2	55
Total	1	2	0	2	5	0	60	0	2	72
Category % of Total	1.4%	2.8%	N/A	2.8%	6.9%	N/A	83.3%	N/A	2.8%	100.0%

Source for all Years: IPEDS Completions GRAND TOTAL BY FIRST MAJOR, Master's degrees. Chart for 99.0000, all disciplines.

The number of both females and males receiving master's degrees increased in 2016-17 compared to 2015-16. However, the number of males is significantly different in 2016-17 compared to 2011-12.

Master's degrees awarded to Hispanic students has improved from 6.9% in 2011-12 to 7.5% in 2015-16 to 9.1% in 2016-17. However, the percentage of master's degree awarded to Blacks has declined. The percentage of White students receiving master's degrees has also declined significantly.

Master's degrees awarded to females increased significantly from 17 in 2011-12 and 13 in 2015-16 to 31 in 2016-17.

Table 7. Doctoral Degrees Awarded, Previous AY

USF System

Table 7. Doctoral Degrees Awarded, AY 2016- 2017, AY 2015-16, and AY2011-12

	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO	UNK	TOTAL
AY 2016-2017										
Male	59	9	0	9	10	0	59	0	4	150
Female	31	9	0	15	14	0	101	2	10	182
Total	90	18	0	24	24	0	160	2	14	332
Category % of Total	27.1%	5.4%	N/A	7.2%	7.2%	N/A	48.2%	0.6%	4.2%	100.0%
AY 2015-2016										
Male	56	6	0	3	12	0	65	0	3	145
Female	28	13	0	6	16	0	100	4	2	169
Total	84	19	0	9	28	0	165	4	5	314
Category % of Total	26.8%	6.1%	N/A	2.9%	8.9%	N/A	52.5%	1.3%	1.6%	100.0%
AY 2011-2012										
Male	41	12	0	2	5	0	60	0	1	121
Female	17	14	1	7	14	0	96	0	0	149
Total	58	26	1	9	19	0	156	0	1	270
Category % of Total	21.5%	9.6%	0.4%	3.3%	7.0%	N/A	57.8%	N/A	0.4%	100.0%

Source for all years: IPEDS Completions GRAND TOTAL BY FIRST MAJOR, Doctoral degrees. Chart for 99.0000, all disciplines.

The statistics in Table 7 reveal that 332 doctoral degrees were awarded in 2016-17. Of these, the majority, 54.8% (statistic not shown in table), were awarded to females, a percent just above the national percentage of women awardees. Similarly, the majority of those receiving doctoral degrees at USF in 2011-12 and 2015-16 were female.

Also shown in Table 7 is a decrease in the percentage of Whites receiving doctoral degrees (48.2%), dropping from 57.8% in 2011-12 and 52.5% in 2015-16. These same periods saw an increase in the percent of graduates classified as Non-Resident Alien. Overall, the composition of non-White recipients in 2015-16, excluding Non-Resident Aliens and those who racial classification was Unknown, is 19.8%. This figure is higher than 2015-16 (17.9%), but a bit lower than 2011-12 (20.3%).

Table 8. First Professional Degrees Awarded, Previous AY

USF System

Table 8a. First Professional Degrees Awarded, AY 2016-2017, AY 2015-16, and AY 2011-12

	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO	UNK	TOTAL
AY 2016-2017										
Male	1	7	1	29	20	0	82	3	22	165
Female	0	21	0	48	24	0	104	2	25	224
Total	1	28	1	77	44	0	186	5	47	389
Category % of Total	0.3%	7.2%	0.3%	19.8%	11.3%	N/A	47.8%	1.3%	12.1%	100.0%
AY 2015-2016										
Male	0	8	2	40	16	0	80	3	11	160
Female	0	19	1	38	20	0	126	2	23	229
Total	0	27	3	78	36	0	206	5	34	389
Category % of Total	N/A	6.9%	0.8%	20.1%	9.3%	N/A	53.0%	1.3%	8.7%	100.0%
AY 2011-2012										
Male	0	6	0	10	5	0	36	0	0	57
Female	0	8	2	12	6	0	61	0	0	89
Total	0	14	2	22	11	0	97	0	0	146
Category % of Total	N/A	9.6%	1.4%	15.1%	7.5%	N/A	66.4%	N/A	N/A	100.0%

Source for all years: IPEDS Completions GRAND TOTAL BY FIRST MAJOR, Doctoral degrees professional practice. Chart for 99.0000, all disciplines.

With respect to the first professional degrees award in AY 15-16, the biggest take away is the increase in the total number of graduates from AY11-12 to AY15-16 – an increase of 233 graduates. The proportion of male to females has remained consistent.

In terms of race/ethnicity distribution, the most notable change from AY 2011-12 to AY 2016-17 is the continued increase in the Unknown category – from 0% to 12.1%.

Hispanic proportions have increased from 7.5% in AY 11-12 to 11.3% in AY 16/17; while Asians have increased from 15.1% to 19.8%; leaving AI/AN and B categories declining by 1.1% and 2.4% respectively.

USF System

Table 8b. First Professional Degrees Awarded, AY 2016-2017, AY 2015-16, and AY 2011-12

M.D.

	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO	UNK	TOTAL
AY 2016-2017										
Male	0	1	1	10	14	0	52	2	10	90
Female	0	5	0	21	10	0	27	1	8	72
Total	0	6	1	31	24	0	79	3	18	162
Category % of Total	N/A	3.7%	0.6%	19.1%	14.8%	N/A	48.8%	1.9%	11.1%	100.0%
AY 2015-2016										
Male	0	6	2	14	11	0	57	2	1	93
Female	0	3	0	20	8	0	44	2	2	79
Total	0	9	2	34	19	0	101	4	3	172
Category % of Total	N/A	5.2%	1.2%	19.8%	11.0%	N/A	58.7%	2.3%	1.7%	100.0%
AY 2011-2012										
Male	0	5	0	9	4	0	31	0	0	49
Female	0	6	2	12	4	0	39	0	0	63
Total	0	11	2	21	8	0	70	0	0	112
Category % of Total	N/A	9.8%	1.8%	18.8%	7.1%	N/A	62.5%	N/A	N/A	100.0%

Source for all years: IPEDS Completions CIP Code 51.1201--Doctor's degree-professional practice.

In AY 16-17 we see a small (2%) increase of MD degrees being awarded to males compared to AY15-16. From AY 11-12 to AY 16-17, however, the proportion of male graduates has increased 12%.

Similar to all first professional degrees awarded across USF Health, there are substantially more graduates who identified with two or more races or as unknown – from 0% to 1.9% and 0% to 11.1% respectively.

The category of Blacks shows the largest decrease proportionately of the 16-17 graduates with 6.1% fewer than AY 11-12 and Hispanics virtually doubling from 7.16% to 14.8% in the same time period. AI/AN and A categories remained largely the same as the previous years.

USF System										
Table 8c. First Professional Degrees Awarded, AY 2016-2017, AY 2015-16, and AY 2011-12										
Doctor's Degree Nursing Practice										
	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO	UNK	TOTAL
AY 2016-2017										
Male	1	0	0	0	0	0	1	0	0	2
Female	0	10	0	2	1	0	20	0	1	34
Total	1	10	0	2	1	0	21	0	1	36
Category % of Total	2.8%	27.8%	N/A	5.6%	2.8%	N/A	58.3%	N/A	2.8%	100.0%
AY 2015-2016										
Male	0	1	0	0	0	0	1	0	0	2
Female	0	2	0	2	1	0	10	0	0	15
Total	0	3	0	2	1	0	11	0	0	17
Category % of Total	N/A	17.6%	N/A	11.8%	5.9%	N/A	64.7%	N/A	N/A	100.0%
AY 2011-2012										
Male	0	0	0	1	0	0	2	0	0	3
Female	0	0	0	0	0	0	3	0	0	3
Total	0	0	0	1	0	0	5	0	0	6
Category % of Total	N/A	N/A	N/A	16.7%	N/A	N/A	83.3%	N/A	N/A	100.0%
Source for all years: IPEDS Completions CIP Code 51.3818--Doctor's degree professional practice.										

In AY 16-17 the percentages of males (2) has remained steady but clearly well below the 88% for females.

In AY 16-17 the proportion of white graduates has dropped to 64.7% from 83.3% in AY 11-12. The biggest increases proportionately were in the categories of B, going from 0% in AY 11-12 to 27.8% in AY16-17.

As this continues to be a program ramping up its numbers, it is important to note that with the small number of all graduates, slight changes in the numbers in any category can produce large changes in percentages.

USF System										
Table 8d. First Professional Degrees Awarded, AY 2016-2017, AY 2015-16, and AY 2011-12										
Doctor's Degree Physical Therapy										
	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO	UNK	TOTAL
AY 2016-2017										
Male	0	2	0	9	1	0	8	0	1	21
Female	0	2	0	20	2	0	29	0	6	59
Total	0	4	0	29	3	0	37	0	7	80
Category % of Total	N/A	5.0%	N/A	36.3%	3.8%	N/A	46.3%	N/A	8.8%	100.0%
AY 2015-2016										
Male	0	0	0	19	3	0	11	0	9	42
Female	0	9	1	14	6	0	55	0	20	105
Total	0	9	1	33	9	0	66	0	29	147
Category % of Total	N/A	6.1%	0.7%	22.4%	6.1%	N/A	44.9%	N/A	19.7%	100.0%
AY 2011-2012										
Male	0	1	0	0	1	0	3	0	0	5
Female	0	2	0	0	2	0	19	0	0	23
Total	0	3	0	0	3	0	22	0	0	28
Category % of Total	N/A	10.7%	N/A	N/A	10.7%	N/A	78.6%	N/A	N/A	100.0%
Source for all years: IPEDS Completions CIP Code 51.2308 Doctor's degree professional practice.										

The biggest change from AY 15-16 to AY 16-17 is the total number of graduates for the DPT program. This reduction in number reflects the sun setting of the transitional DPT program which brought existing masters-level-trained graduates to the doctoral level as required by accreditation.

This change in only offering the "traditional" DPT degree impacted the proportion of A students, which are substantially higher in AY 16/17 from AY 15/16 and even more so from AY 11-12. The categories of B and H makes up the groups with the offsetting decreases in proportions of the graduates in AY 16/17.

The trend seen for the past several years of females comprising a large majority of the DPT graduates, continues for AY 16-17.

USF System										
Table 8e. First Professional Degrees Awarded, AY 2016-2017, AY 2015-16, and AY 2011-12										
Doctor's Pharmacy										
	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO	UNK	TOTAL
AY 2016-2017										
Male	0	4	0	10	5	0	21	1	11	52
Female	0	4	0	5	11	0	28	1	10	59
Total	0	8	0	15	16	0	49	2	21	111
Category % of Total	N/A	7.2%	N/A	13.5%	14.4%	N/A	44.1%	1.8%	18.9%	100.0%
AY 2015-2016										
Male	0	1	0	7	2	0	11	1	1	23
Female	0	5	0	2	5	0	17	0	1	30
Total	0	6	0	9	7	0	28	1	2	53
Category % of Total	N/A	11.3%	N/A	17.0%	13.2%	N/A	52.8%	1.9%	3.8%	100.0%
AY 2011-2012										
Male	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Total	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Category % of Total	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Source for all years: IPEDS Completions CIP Code 51.2001 Doctor's degree professional practice.										

AY 16-17 marks only the second year for which we have graduation data for the Pharm D program.

With respect to gender, there is a slight increase in female graduates over AY 15-16. Like most all professional programs, there is a fairly dramatic increase in the proportion of students identifying in the UNK category. Virtually all of the decrease in the W category can be accounted for by this increase in UNK. Proportional changes in all other categories are small.

Student Services (Part III. D)

The USF System is required to conduct periodic reviews of its student services to determine compliance with equity status. Non-Discrimination on the basis of race, color, national origin, sex, religion, age, disability, marital status, veteran status or any other basis protected by law is required. The following is a self-assessment by institution (USF Tampa, St. Petersburg, and Sarasota-Manatee) of the following areas: Academic Advising, Admission to Academic Program, Health Services, Club and Intramural Athletics, Student Financial Assistance, Housing, Student Employment, Educational and Work Environment, and Personnel.

Academic Advising

USF Tampa

The academic advising community at USF Tampa continues to exhibit the highest levels of commitment and responsibility for creating an equitable learning environment for all students. In recognition of that ongoing commitment, a team of advising professionals attended the National Academic Advising Association's Assessment Institute to reaffirm the support of the university's strategic plan, and further define the community's mission, vision and values. The recommended mission statement affirms that:

> "The mission of academic advising at University of South Florida, Tampa (USF) is to guide students' development of a personalized curricular and co-curricular educational plan that empowers every student to achieve his or her personal, academic and professional goals in an inclusive and supportive environment. Integral to our mission is the ability to foster collaborative relationships within the USF community and the effective use of student-centered technologies to support the delivery of timely and actionable guidance towards student success goals."

The community also identified the following as guiding values for advising practice: Integrity, Scholarship, Empowerment, Empathy, Commitment and Collaboration. More specifically, advisors value empathy through "*an inclusive environment by conveying understanding and respect towards all students regardless of the diversity of backgrounds, needs, or perspectives*." Additionally, the Council on Academic Advising's subcommittee, the Multi-Cultural Academic Advising Subcommittee, has adjusted the group's charge to include responsibilities for "incorporating a multicultural focus in campus-wide events" specific to new advisor onboarding and ongoing professional development.

Academic Advocacy

The Office of Academic Advocacy (OAA) also provides specialized support services to students to specifically address barriers to persistence, progression and graduation. By coordinating care and services amongst multiple university staff, offices and units, OAA serves as an essential unit equalizing student knowledge of and access to key resources and services across campus. Other services include risk assessment, direct outreach to at-risk students, and involvement in institutional initiatives focused on student success outcomes.

Fuse Transfer Program

Fuse is transfer program established between the University of South Florida and eight Florida state colleges. This partnership provides a seamless academic pathway for students to complete their associate degree, which guarantees admission into specific majors at USF, while promoting timely graduation. Our unique partnership with eight Florida College System institutions allows USF to recruit first generation, limited income, and racial/ethnic diverse

students while promoting a seamless path to timely baccalaureate degree completion. The fuse program actively seeks students from underrepresented populations and offers additional financial assistance to Pell eligible students.

Of note, Hillsborough Community College (HCC) is our largest provider of transfer students. HCC is a Hispanic Serving Institution. The partnership between HCC and USF was created in part to ensure Hispanic populations have access to USF and achieve four-year degree completion.

State Program

The College Reach-Out Program (CROP) is a statewide pre-college program established in 1983 designed to increase the number of students who successfully enter and complete a postsecondary institution. The program's primary objective is to strengthen the educational motivation and preparation of low-income and educationally disadvantaged students in grades 6 through 12, representing various cultural backgrounds, who "otherwise would be unlikely to seek admission to a community college, state university or independent postsecondary institution without special support and recruitment efforts.

CROP provides academic services throughout the school year and summer. Services include weekend/night tutorials, study skills and test preparation, educational and career counseling, leadership development, students' and parents' workshops, visits to Florida colleges and universities as well as out of state postsecondary institutions, living on university campus, interacting with college students and learning about college life.

TRIO Programs

Student Support Services

The Student Support Services Program (SSS) is a high quality TRIO program that is designed to graduate first-generation and/or limited income students. The program also receives support from the university. SSS optimizes individual student success at the University of South Florida through a holistic and evidenced based approach to students' academic, personal, social, cultural and career needs. Students are diverse and are admitted to the university based on program participation. SSS participants contribute to the university's elimination of the achievement gap between black, Latino and white students and USF's preeminence.

Services offered includes a free Summer Program for low-income students, financial aid assistance, a Finish in Four Initiative, mandatory workshops, a minimum of three individual advising sessions each semester, laptop loan program, ongoing academic and personal assessments, social and cultural enrichment programs and activities that promote self-confidence. Our students take advantage of various resources USF offers such as USF Research Symposium, Global Citizens Projects, Internships, Intercultural Student Leadership Conference, Study Abroad, USF Homecoming and the SSS Living Learning Community.

Upward Bound

The Upward Bound Program at the University of South Florida serves eight Hillsborough County high schools and 170 students with the goal of college access and success. The majority of students enrolled are first generation and from limited income households. Upward Bound aims to eliminate any barriers to college access through the services offered in the program which include tutoring, counseling, a summer residential program, college tours, leadership development, financial literacy, and a curriculum based on personal and social development.

Upward Bound partners with Academic Departments on campus to expose students to potential majors and careers. In the 2018 annual report, Upward Bound graduated 100 % of its participants from high school 92% enrolled into College. Upward Bound and Student Support Services work collaboratively to identify students who qualify for

admission into USF by providing seminars to students and parents about the admissions and financial aid process. USF Upward Bound is funded by the Department of Education and has been at USF since 1966.

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USF St. Petersburg

USFSP Undergraduate Academic Advising values each individual student and is committed to being a high quality resource for enhancing students' opportunities for timely completion of their bachelor's degree. Our emphasis is on the individual, assessing their needs and promoting their successes.

In recognition of the critical developmental and transitional nature of freshman and sophomore student advising, USFSP has lowered our advising ratio for this most vulnerable population from a 313:1 to a 270:1 average. Lowering this ratio was critical to our goal of getting to know each individual so we can address their unique needs. In addition to providing for increased monitoring of students' successes and challenges, this ratio has provided for enhanced collaboration with our Academic Success Coordinators in monitoring and responding to alerts from a large number of campus resources (financial aid, cashier's office, wellness center, conduct office) as well as faculty. Essentially, the Academic Success Coordinators and Advisors are made aware of all aspects of the students' risk indicators and can respond as early as possible with appropriate coordination of resources to allow the student to focus on academic success. Our goal is that all students are valued and supported throughout their time at USFSP.

Advising's timeline of semester student outreach cycles from pre-registration advising to a review of student grades as soon as they have posted at the end of the term. This ensures that our advisors continually monitor students for whom we have no "early alerts." Our goal is to connect with each student multiple times throughout the semester to both assist with recommended resources and motivate by acknowledging successes. Our student satisfaction survey demonstrates advisor success in connecting with and assisting our students. 97.84% of the students surveyed provided a favorable response to our summary question which asks if they would recommend their advisor to other students.

The Advising Center now employs 13 full-time advisor and support staff, of which 4 are of underrepresented ethnic minorities (30%). Our goal is to have professional representation that represents the diversity of the students who attend USFSP. We want our students to see that we value diversity in every aspect of our work. One of our professional advisors serves on the Campus Diversity Committee and regularly brings information and suggestions to our Advising Community that provide for us to enhance our service to all students.

USF Sarasota-Manatee

USF Sarasota-Manatee continuously works to improve and evaluate academic advising to ensure a high level of student service delivery and to promote student success. Academic advising is an integral part of Student Services at USF Sarasota-Manatee. The University believes a low student-to-advisor ratio is important to improve student

retention rates and reduce time to graduation. For the 2016-2017 academic year, the student-to-advisor ratio at USF Sarasota-Manatee was approximately 284:1 across all college departments or units, which is under the national median student ratio of 300 students per advisor for a medium-sized, public, master's- granting institution (Advisor load statistics from 2011 NACADA National Survey of Academic Advising).

Academic Advising has expanded collaboration with colleges and administrative areas across the University to enhance student success through academic advising and tracking. Advising works closely with college deans and schedulers, analyzing student course needs, to determine course offerings for upcoming semesters to increase performance related to the time to degree and graduation metrics. Advising has also established a collaborative relationship with the USF Sarasota-Manatee Title IX coordinator and integrates that person into advising appointments as needed. Veteran Services are a priority at USF Sarasota-Manatee and advisors incorporate self-identification of students receiving VA benefits into their New Student Advising Appointments to educate them about the veteran services available at USF Sarasota-Manatee.

Students are encouraged to register early through special registration events every fall and spring and receive email reminders. Academic Advising also continued with the Priority Advising Campaign to encourage students to meet with an advisor early allowing more appointment openings closer to registration time.

USF Sarasota-Manatee continues to take a proactive approach to working with students who are "at risk" or on academic probation. A dedicated Retention Advisor works with students who earn a USF GPA below a 2.0, who are placed on probation, or who have an Academic Probation hold preventing registration. USF Sarasota-Manatee requires students on academic probation to meet with an academic advisor and sign a probation contract in order to lift the hold, during which time the advisor has the opportunity to work with individual students on creating a plan to overcome barriers to success. The advisor also makes appropriate referrals for services, educates students on how to calculate and predict their grade-point average (GPA), and assists in selecting appropriate courses for future enrollment. An "early alert" system allows faculty to refer students, prior to midterm grades, who are experiencing any difficulty and may benefit from outreach by the Retention Advisor. In Fall Semester 2016, the Retention Advisor role merged with the FTIC Advisor role and now it is a combined FTIC and Persistence Advisor role, with increased emphasis on first-year persistence.

The Green2Gold program, which includes workshops focused on academic success strategies, was originally restricted to students on probation but has been expanded to all students. Additionally, a Persistence Task Force, which focuses on developing case management plans for at-risk cohorts of students, connecting them to an advisor who can set them on the right track, was implemented in 2017.

USF Sarasota-Manatee's Advising Office continuously monitors its advising services and strives to increase student satisfaction in Academic Advising in 2018-19.

Admission to Academic Program

USF Tampa

Freshman (First Time in College) application to the University of South Florida Tampa from historically underrepresented populations, including multiracial students, totaled 13,044 for Summer/Fall 2017, representing 40.8% of the total freshman application pool of 31,944. Total Summer/Fall 2017 freshman applications were up by 11.6% compared to 2016. For 2017 applications Hispanics represented 6,772 and Black applications represented 4,780 of the applicant pool combined representing 36.2% of the total applicant pool. Collectively, Hispanic and Black applications reflected a similar upward trend 19.2% and 6.1%, respectively. Applications from Asians totaled

1,777 (5.6% of total), while 1,031 students not reporting race or ethnicity (3.9% of total), 61 American Indians and 37 Native Hawaiian/Other Pacific Islanders (<1% of total) applied for freshman admission to USF.

Offers of freshman admission (i.e., admitted) to students from historically underrepresented populations totaled 4,623 in Summer/Fall 2017, representing 31.9% of the admitted freshmen cohort. Acceptances offered to Hispanic freshmen represented 2,847 or approximately 19.6% of all admissions offers. Black freshmen 1,128 (7.8%) were offered admission, as were 1,146 Asians (7.9%), 615 multiracial students (4.2%), 17 American Indians and 16 Native Hawaiians/Other Pacific Islanders (<1%). The freshman admit rate for underrepresented populations in Summer/Fall 2017 was 35.4%, compared to an overall admit rate of 45.4%, despite the presence of "One Florida" which states that state universities are prohibited from addressing incorporating race, ethnicity or gender at the point of admission.

The Office of Admissions continues to

- Expand the opportunities influencing application to admissions conversion rates and maintain or improve admit to enrollment yield rates;
- Invite high schools, community-based organizations, and students for a campus visit experience, developed and maintained strong positive relationships with high school counselors, community based organizations, and agencies serving underrepresented students, facilitated admissions workshops and programs informing students and their families; and
- Increase and enhance the quality of opportunities for all students by building upon recruitment and outreach strategies by influencing marketing materials and hosting events specifically addressing the needs expressed by students and families.

Transfer:

Transfer applications to the USF Tampa from historically underrepresented populations, including multiracial students, totaled 4,543 for Summer/Fall 2017, representing 38.4% of the total transfer application pool of 11,792. For Summer/Fall 2017 applications, Hispanics represented 2,246 and Black applications represented 1,803 of the applicant pool combined representing 34.3% of the total applicant pool. Applications from Asians totaled 475 (4.0% of total), and 30 American Indians and 30 Native Hawaiian/Other Pacific Islanders (<1% of total) applied for transfer admission to USF.

Offers of transfer admission (i.e., admitted) to students from historically underrepresented populations totaled 2,697 in Summer/Fall 2017, representing 37.4% of the total admitted transfers of 7,215. Offers to Hispanic transfer applicants comprised 1,492 or approximately 20.7% of all admissions offers. Further, 937 Black transfer applicants (13.0% of total) were offered admission, as were 329 Asians (5% of total), 17 American Indians and 14 Native Hawaiians/Other Pacific Islanders (<1%). The transfer admit rate for underrepresented populations in Summer/Fall 2017 was 59.3%, compared to an overall admit rate of 61.2%, despite the direction under "One Florida," where state universities are prohibited from addressing incorporating race, ethnicity or gender at the point of admission.

The Office of Admissions works closely with local Florida College System institutions promoting FUSE. FUSE is an evolving initiative between the University of South Florida (USF) and 7 partnering Florida College System institution providing access for students seeking a four-year baccalaureate degree. FUSE provides students with the mapped graduation paths which incorporate the AA degree track with USF's 4 year Bachelor's degree track. The graduation paths ensure a student will experience a positive enrollment experience upon entering USF.

USF St. Petersburg

During USFSP's 2017 admission cycle, the 2,904 Summer/Fall FTIC applications from historically underrepresented students comprised 51.7% of the 5,616 total applications, an increase of 2.8 percentage points over 2016's 2,810 total. Black and Hispanic's 1,827 applications accounted for 43% of the pool, resulting in 2.8% point increase over 2016's totals. The representation of the next two largest populations, Asian and Two or More Races, remained largely static at 3.4% and 5% respectively.

Admission offers to diverse populations, 972, was likewise static at 43% to all 2,242 offers. Hispanic students were the largest cohort with 556 admits (25%), followed by Black (10%) and Two or More Races (6%). While the relative representation for Hispanic and Black remained the same, Two or More Races increased by 1%. As noted in previous reports, One Florida compliance restricts state universities from incorporating race, ethnicity, or gender in the admissions review process; however, USFSP prioritizes the recruitment of diverse areas across the state to encourage all eligible students to apply.

For Transfers, USFSP received 712 applications from students of diverse backgrounds, which accounted for 33% of the 2,162 total. Hispanic and Black students, who submitted 299 and 264 applications respectively, contributed 26% of the total. Asian American and students who reported Two or More Races each represented 3%. Transfer admit rates followed a similar pattern to applications, with Hispanic (171) and Black (125) accounting for 23% of all admits; Asian American and Two or More Races admits were 3% each.

Given the expansions of FUSE Academic Pathways with St. Petersburg College (SPC) this past year, we anticipate that Florida College System (FCS) application generation and admit offers will remain steady for at least another year despite enrollment shortfall at FCS institutions across the state. To that end, and in alignment with our FTIC recruitment efforts, we conduct on-site outreach at SPC sites across the county to encourage a diversity of interest and intend to dramatically expand our partnership with SPC.

Master's applications to USF St. Petersburg from minority populations, including multiracial students, totaled 288 for Summer/Fall semesters 2017, representing 39.4% of the total master's application pool of 730. This number compares to 287 (44.2%) applications from minority populations out of a total of 648 applications the previous Summer/Fall. Applications from Black and Asian prospective students increased (+15 and +7, respectively) but Hispanic and Non-Resident Alien applications fell (-10 and -22, respectively). Proportionate to the whole, gains did not make up for losses with regard to applications from underrepresented populations.

Offers of admission to applicants from minority populations totaled 214 for Summer/Fall 2017 (41.6% of the total acceptances). This represents an increase from the same time frame the previous year wherein offers of admission for minority applicants represented just 30.7% of the whole.

USF Sarasota-Manatee

As part of its annual unit assessment, Admissions and Financial Aid at USF Sarasota-Manatee sets annual goals and means to assess them. This information is presented below.

Assessing the 2017-2018 year compared to 2016-2017, USF Sarasota-Manatee experienced a 15% increase in new enrolled students from underrepresented populations. The new Hispanic/Latino student population is the major factor for this increase with a 47% increase (56 students) in new Hispanic students compared to last year. The new Bilingual Admissions Counselor position was a prime factor in this increase as he was able to develop relationships with community partners and high schools. He received positive feedback from his interactions with Hispanic students and parents. It would be common on a weekly, if not daily basis, to hear the Bilingual Counselor speaking

with students and parents over the phone in Spanish. However, this staff member has moved on to work for one of our community partners. The position is posted for re-hire.

New USF Sarasota-Manatee undergraduate and graduate enrollment of underrepresented populations

	AY	AY	Summer		Fall		Spring	
Race/Ethnicity	2017-18	2016-17	2017	2016	2017	2016	2018	2017
Hispanic	176	120	25	20	100	60	51	40
Black	57	64	14	17	25	24	18	23
Asian	18	30	3	4	12	18	3	8
American Indian	3	3	0	0	2	2	1	1
Hawaiian/Pacific Islander	0	1	0	1	0	0	0	0
Multi-race	29	28	7	6	13	18	9	4
Total	283	246	49	48	152	122	82	76

FTIC applications to enroll for underrepresented populations

Race/Ethnicity	Hispanic		Black		Asian		Multirace	
	17-18	16-17	17-18	16-17	17-18	16-17	17-18	16-17
Applications	182	111	132	114	36	12	34	22
Admits	53	31	12	16	13	6	13	6
Conversion %	29%	28%	9%	14%	36%	50%	38%	27%
Enrolled	29	13	2	2	3	3	5	3
Yield %	55%	46%	17%	14%	23%	50%	38%	50%

Transfer application to enroll data for underrepresented populations

Race/Ethnicity	Hispanic		Black		Asian		Multirace	
	17-18	16-17	17-18	16-17	17-18	16-17	17-18	16-17
Applications	286	205	146	134	37	50	52	50
Admits	201	138	75	75	25	31	35	37
Conversion %	70%	67%	51%	56%	68%	62%	67%	74%
Enrolled	135	93	48	53	13	19	23	23
Yield %	67%	67%	64%	71%	52%	61%	66%	62%

Graduate application to enroll data for underrepresented populations

Race/Ethnicity	Hispanic		Black		Asian		Multirace	
	17-18	16-17	17-18	16-17	17-18	16-17	17-18	16-17
Applications	43	38	22	26	4	9	1	3
Admits	16	16	7	10	2	8	1	2
Conversion %	37%	42%	32%	38%	50%	89%	100%	67%
Enrolled	12	14	7	9	2	8	1	2
Yield %	75%	89%	100%	90%	100%	100%	100%	100%

Data Source: USF Info Center

Student Health Services

USF Tampa

Student Health Services (SHS) is an ambulatory-care facility utilizing an integrated care model, combining a wide range of medical, counseling, prevention, and wellness services to help support individual students to be personally and academically healthy and successful. SHS is an appointment-based ambulatory care clinic with a brief-stay day infirmary. SHS does not provide x-ray, dental, or optometry services. Referrals are available to private facilities which provide these services.

	2012-13	2013-14	2014-15	2015-16	2016-17
Total SHS Clinic Visits	29,132	28946	35745	35991	35472
Average Daily Visits	119	118	145	145	144
Individuals Served	12,186	11734	12823	12616	13130
Insurance					
No Insurance	38%	39%	35%	32%	31%
USF Insurance	5%	4%	5%	3%	5%
Private Insurance	57%	57%	60%	65%	64%
Ethnicity					
African American	13%	14%	13%	13%	13%
Hispanic*	1%	0%	0%	13%	14%
Asian	9%	10%	12%	13%	15%
American Indian	0%	0%	0%	0%	0%
Caucasian	69%	68%	64%	52%	51%
Unknown	8%	8%	11%	9%	8%
International Students	N/A	N/A	N/A	N/A	N/A

*The EPIC medical management system implemented in August 2015 now captures Hispanic or Latino Ethnicity. International Students status is not currently collected in this medical management system.

Numbers reflected are for the Tampa Campus Only. The St. Petersburg campus which commenced medical services in Sep 2012 is reported separately below and the Sarasota-Manatee Campus contracts their services out.

USF St. Petersburg

Wellness Center

	2012-13 (opened Sep 2012)	2013-14	2014-15	2015-16	2016-17
Total SHS Clinic Visits	1179	1812	1962	1789	2021
Average Daily Visits	7	8	9	8	8
Individuals Served	615	839	900	930	947
Insurance					
No Insurance	48%	36%	34%	35%	31%
USF Insurance	unknown	unknown	unknown	unknown	unknown
Private Insurance	52%	64%	66%	65%	69%
Ethnicity					
African American	11%	10%	12%	10%	12%
Hispanic*	0%	0%	0%	14%	17%
Asian	6%	6%	5%	5%	6%
American Indian	1%	1%	1%	1%	0%
Caucasian	75%	74%	76%	65%	61%
Unknown	7%	9%	6%	6%	4%
International Students	N/A	N/A	N/A	N/A	N/A

*The EPIC medical management system implemented in August 2015 now captures Hispanic or Latino Ethnicity.

International Students are not currently collected in this medical management system.

USF Sarasota-Manatee

Totals	2013-14	2014-15	2015-16	2016-17
Visits	63	115	62	262
Individuals Served	37	61	41	50
Visits by Ethnicity	2013-14	2014-15	2015-16	2016-17
African American	1	3	1	4
Hispanic	0	4	5	9
Asian	3	9	7	1
Caucasian	33	45	28	29
Multi-Racial	--	--	--	1
Unknown	0	0	0	6

The Counseling and Wellness Center (CWC), a shared service of USF Sarasota-Manatee and the New College of Florida, provides medical and counseling services including a range of primary care, referral, and educational services for currently enrolled students. Professional clinicians also assist students to address psychological concerns, gain self-awareness, adjust to life in college, and tackle personal challenges more easily through individual, group, and online counseling services. Specialized services such as gynecological visits and immunizations are also available.

Services are available Monday, Tuesday, Thursday, and Friday from 1:00-5:00pm during the fall and Spring Semesters at the Counseling and Wellness Center located on the New College of Florida campus. Additionally, effective January 2017, counseling services were also made available on the USF Sarasota-Manatee campus on Wednesdays from 2:00-6:00pm and Thursdays from 9:00am-1:00pm by either appointment or walk-in. Plans have been made to hire a full-time counselor to be housed four days a week on the USF Sarasota-Manatee campus beginning Fall Semester 2018. Total visits increased significantly in 2016-17 due to a more aggressive advertising campaign, which included posting flyers in all of classrooms and listing the CWC as a resource for students identified as struggling by the midterm and early alerts process.

CWC website: http://www.usfsm.edu/campus-life/health-and-safety/counseling-and-wellness-center/

Club and Intramural Athletics (report on sex equity only)

USF Tampa

	AI/AN	Black	NH/OPI	White	Asian	Hispanic	Other	Male	Female	TOTAL
Intramurals	0	30	0	55	10	41	8	106	38	144
Fitness		11	10	9	22	5	0	31	26	57
Group Fitness		3	4	10	10	2	0	2	27	29
Pro Staff	0	4	0	24	0	8	0	22	14	36
Satellites	0	12	0	21	8	13	0	32	22	54
Aquatics	0	3	0	22	0	4	0	12	17	29
Sport Clubs	0	1	0	5	0	1	3	2	8	10
Campus Recreation Center Facility Staff	0	9	0	22	4	10	0	30	15	45
Outdoor Recreation	0	5	0	16	3	5	7	16	18	36
Total	0	78	14	184	57	89	18	253	185	440
		17.70	3.00	41.80	12.90	20.20	4.00	57.50	42.50	

USF St. Petersburg

Campus Recreation

Program	Male	Female	Black	White	Hispanic	Island Pacific	Asian	Unknown	Total
Aquatics	4	8	0	10	2	0	0	0	12
Boathouse	4	8	0	12	0	0	0	0	12
Competitive Sports	7	0	3	4	0	0	0	0	7
Edge	3	5	0	7	1	0	0	0	8
Fitness	14	22	9	25	1	0	1	0	36
Group Fitness	2	6	0	5	2	0	1	0	8
Marketing	1	0	0	1	0	0	0	0	1
Membership	0	1	0	1	0	0	0	0	1
Personal Training	2	1	0	3	0	0	0	0	3
Professional	3	3	0	6	0	0	0	0	6
Total	40	54	12	74	6	0	2	0	94

Student Financial Assistance

USF Tampa

- University Scholarships & Financial Aid Services (USFAS) provides information and tools to promote college access and affordability, particularly to first-generation and underrepresented students.
- Pell Grant Eligible students: In fall 2017, USF Tampa enrolled an undergraduate population that was 38% Pell Grant eligible, demonstrating our commitment to economically disadvantaged students.
- Study Abroad Grants: We continued to provide additional finds to support study abroad access for Pell Grant students. To date, 264 have received grants up to $1,500 each for summer 2018.
- Financial Education Office: This office, launched in April 2013, continues to expand its services to encompass a broad range of financial topics relevant to students during college and after their USF experience. During FY18, we have had contact with over 7,400 students.
- We continued to provide assistance to 52 families of entering out of state students to help them understand how to pay for their students' education.
- All 103 students in the entering summer class from Student Support Services are required to participate in mandatory financial wellness coaching. Participation in these coaching sessions provides students from underrepresented populations the basic information they need in order to successfully apply for aid, pay their institutional charges and minimize their student loan debt.
- We also communicated with students with past due balances. Students with incomplete financial aid documents were contacted by phone and assisted in resolving their institutional debt. Over 2,900 students were contacted and 706 students were successfully assisted in paying their bills.
- College Planning Web Site: USFAS maintains a college planning website with information and tools for students and their families, especially those who view cost as a barrier in achieving a college degree. The website provides quick links to a number of college planning resources including, step-by-step financial aid process, information on high school planning nights coordinated by the Hillsborough County School District, and other college planning resources. Professional staff from USFAS conducts many of these sessions. Brief videos are also available to guide students through filing the FAFSA and using USF's OASIS student system.
- Cost Calculator (USF Tampa): USFAS redesigned the online calculator for students and families to use in order to determine the true cost of attending the USF Tampa campus.
- Computer Stations in USFAS Lobby for Assisted Self-Service: USFAS provides 10 computer stations in the office lobby with staff to assist students and families in completing applications and online forms. This service helps overcome perceived barriers for students and families who may feel overwhelmed by the application process.
- Spanish Financial aid guides and FAFSA worksheets: These federal publications are available in Spanish to assist students and their families.
- Outreach Programs & Services: USFAS develops and participates in many outreach programs and services throughout the year to assist students and their families in establishing realistic financial plans for achieving a college education through planning, budgeting and applying early for financial aid.
- USFAS participates in numerous events during the year hosted by the Office of Undergraduate Admissions. These events include students who have indicated an interest in attending USF or have already been admitted.
- Summer Access Programs: USFAS provides financial aid and financial education presentations to students in the Student Support Services (TRIO) and Upward Bound/College Reach Out. Students in these programs are from underrepresented populations.
- Participated in the work of a Persistence Committee with a focus on ensuring that eligible freshmen who started at USF in the summer/fall 2016 are able to continue their enrollment for fall 2017.

USF St. Petersburg

The USFSP Office of Financial Aid and Scholarships and the Military and Veterans Success Center (MVSC) provide information and tools to promote college access and affordability, particularly to first-generation, underrepresented students and to Veteran students and their families.

- Pell Grant Eligible students: In fall 2017, USFSP enrolled an undergraduate population that was 42% Pell Grant eligible, demonstrating our commitment to economically disadvantaged students.
- FAFSA and USFSP Privately Funded Scholarships: In partnership with USFSP Communications and Marketing, USFSP launched a marketing campaign to inform students about the FAFSA and USFSP Privately Funded Scholarship applications opening on October 1st of every year. In addition, every Friday from October through December, the office was open for hands-on assistance in completing FAFSA applications to meet our January 1st priority FAFSA application deadline, in order to be considered for the maximum amounts and types of federal, state and institutional aid available.
- Study Abroad Grants: Additional need based grants were awarded in summer 2017 in an effort to make a study abroad experience more affordable, and thus an option, for low income students.
- College Planning: The USFSP Office of Financial Aid updated the Cost Calculator tool for students and their families to understand the "real" costs associated with attending our institution. As cost is often viewed as a barrier in achieving a college degree, this budgeting tool provides for a way to plan for school. The tool can now be viewed from any hand-held electronic device as well as on the main webpage.
- Computer Stations in the USFSP Office of Financial Aid for Assisted Self-Service: The USFSP Office of
- Financial aid provides a computer station within the office for staff to assist students and families in completing applications and online forms. This service helps overcome perceived barriers for students and families who may feel overwhelmed by the application process, or who wish to have a more private interaction with staff.
- Hispanic Student Assistance: There is a full-time Spanish speaking staff member to assist families during Orientations and through one-on-one appointments. This individual often works with the Hispanic speaking staff in the USFSP Cashier's office to help families with their financial challenges.
- Outreach Programs & Services: The USFSP Office of Financial Aid and Scholarships as well as the Military and Veterans Success Center develop and participate in many outreach programs and services throughout the year to assist students and their families with applying for financial aid. Private high schools and the Pinellas County School District invites USFSP to participate in high school planning nights along with the Florida Department of Education. Professional staff from the USFSP Office of Financial Aid conduct many of these sessions.
- Recruitment: The USFSP Office of Financial Aid participates in numerous events during the year hosted by the USFSP Office of Undergraduate Admissions, USFSP Office of Graduate Admissions, and individual College presentations. These events include students who have indicated an interest in attending USFSP or have already been admitted.
- Data Action Team: USFSP Office of Financial Aid and Scholarships participated in the work of the Data Action Team with a focus on making data driven decisions on financial support for incoming freshmen and for graduating seniors with due balances on their accounts. Small grants were offered to enable them to continue their enrollment or to graduate.
- Financial Education: In January 2018, the new financial education and literacy program (AFLOAT-Advising Financial Literacy Objectives And Training) was launched. As part of the grants described above, students receiving this grant were required to attend a counseling session with a Financial Education Advisor to assist students in establishing realistic financial plans for achieving a college education through planning, budgeting and applying early for financial aid. The program not only assisted with the Data Action Team grants, but also provided one-on-one coaching, workshops, and presentations across campus. In the first three months, almost 300 students visited the AFLOAT Office to receive guidance on various financial literacy topics.

USF Sarasota-Manatee

Financial Aid at USF Sarasota-Manatee provides information and tools to promote college access and affordability, particularly to first-generation and underrepresented students.

- Pell Grant Eligible Students: USF Sarasota-Manatee in fall 2016, had 50% of its students with Pell Grants, demonstrating a commitment to economically disadvantaged students.
- Scholarships: Need-based foundation scholarships are available and enable underrepresented students the opportunity to apply.
- Study Abroad Grants: Study abroad grants and scholarships were awarded in summer 2017 in an effort to make a study abroad experience more affordable and, thus, an option for low-income students.
- College Planning Web Site: USF Sarasota-Manatee's Financial Aid office provides a college planning website with information and tools for students and their families, especially those who view cost as a barrier in achieving a college degree. The website provides quick links to a number of college planning resources including college-cost calculators, step-by-step financial aid processes, information on high school planning nights coordinated by the Sarasota and Manatee County School Districts, the Sarasota Chamber of Commerce, and other college planning resources. USF Sarasota-Manatee's professional staff members conduct many of these sessions. Brief videos are also available to guide students through filing the FAFSA and using the OASIS student system.
- Computer Stations in the Financial Aid Lobby for Assisted Self-Service: USF Sarasota-Manatee provides four computer stations in the office lobby with staff to assist students and families in completing applications and online forms. This service helps overcome perceived barriers for students and families who may feel overwhelmed by the application process.
- Spanish Financial Aid Guides and FAFSA Worksheets: These Federal publications are available in Spanish to assist students and their families. In addition, a full-time Spanish speaking staff member assists families upon request.
- Outreach Programs & Services: Admissions & Financial Aid develops and participates in many outreach programs and services throughout the year to assist students and their families in establishing realistic financial plans for achieving a college education through planning, budgeting and applying early for financial aid.
- Recruitment: Admissions &Financial Aid holds numerous events during the year for students who have indicated an interest in attending USF Sarasota- Manatee or have already been admitted.
- FAFSA (Oct-March): Financial Aid staff members promote and provide one-on-one guided assistance in the office lobby for students and their families and participates in the Florida College Goal Sunday initiative to assist students and parents in completing the Free Application for Federal Student Aid (FAFSA). In addition, the staff presents FAFSA workshops at local high schools and this year became involved with the Florida FAFSA challenge through Florida College Access Network with the Sarasota School District and Sarasota Chamber of Commerce, as well as the *Unidos Now* organization.
- Community Access Programs: USF Sarasota-Manatee provides financial aid presentations to students in community-sponsored programs such as Take Stock in Children, *Unidos Now*, Sarasota High Achievers Program, and Community Youth Development programs. These programs serve students from underrepresented populations.

Housing

USF Tampa

Housing & Residential Education	Fall 2017		Fall 2016		Fall 2015	
	# of students	% of total	# of students	% of total	# of students	% of total
Male	2368	43.63%	2221	42.26%	2376	42.57%
Female	3059	56.37%	3035	57.74%	3205	57.43%
Asian *(5) (formerly Asian or Pacific Islander)*	319	5.88%	288	5.48%	304	5.45%
Black/non-Hispanic *(6) (formerly Black)*	645	11.89%	613	11.66%	581	10.41%
Hispanic/Latino/Spanish origin *(3) (formerly Hispanic)*	882	16.25%	887	16.88%	1026	18.38%
American Indian/Alaskan Native *(4) (formerly same)*	3	0.06%	5	0.10%	7	0.13%
White, non-Hispanic *(8) (formerly White)*	2665	49.11%	2598	49.43%	2718	48.70%
Race and Ethnicity Unknown *(2) (formerly unknown)*	144	2.65%	105	2.00%	73	1.31%
Two or more races *(9) (formerly other)*	230	4.24%	220	4.19%	222	3.98%
Native Hawaiian or Other Pacific Islander *(7) (new category)*	1	0.02%	10	0.19%	10	0.18%
Non-Resident Alien *(1) (new category)*	538	9.91%	530	10.08%	640	11.47%
TOTAL STUDENTS*	5427	100.00%	5256	100.00%	5581	100.00%

USF St. Petersburg

Housing & Residence Life		
	# of students	% of total
Florida Resident	712	94.3%
Out of State	40	5.3%
Out of Country	3	0.4%
Total Students	755	100.0%
Male	251	33.2%
Female	503	66.6%
Other	1	0.1%
Total Students	755	100.0%
Asian	43	5.7%
Black/Non-Hispanic	108	14.3%
Hispanic/Latino/Spanish	167	22.1%
American Indian/Alaskan Native	9	1.2%
White/Non-Hispanic	412	54.6%
Race and Ethnicity Unknown	16	2.1%
Two or more races	0	0.0%
Native Hawaiian or Other Pacific Islander	0	0.0%
Non-Resident Alien	0	0.0%
Total Students	755	100.0%
Under 18	3	0.4%
Age 18	72	9.5%
Age 19	345	45.7%
Age 20	203	26.9%
Age 21	73	9.7%
Age 22	34	4.5%
Age 23+	25	3.3%
Total Students	755	100.0%

In the 2017-2018 academic year, USF St. Petersburg's housing residents were 66.62% female and 33.24% male with one student identifying as 'other'. There was a .61% increase in female identifying students living on campus compared to the 2016-2017 academic year. Florida Residents made up 94.3% of our on campus resident population with 5.2% of students coming from out of state. The racial and ethnic breakdown of our residents for the 2017-2018 academic year is as follows; Students who identified as 'White/Non-Hispanic' made up 54.56% of the residential population, 22.11% identified as 'Hispanic/Latino' making up a 1.09% increase from the 2016-2017 academic year, and 14.3% identified as 'Black/Non-Hispanic' which was a 1.47% increase from the 2016-2017 academic year. The remaining population identified as either 'Asian', 'American Indian', or Unknown. This data shows that our campus continues to grow its diverse student population.

Student Employment

USF Tampa

Gender		
Females	683	56.7%
Males	521	43.3%
Ethnic Group		
African American/Black	241	20.0%
Asian	145	12.0%
Hispanic	247	20.5%
White	559	46.4%
American Indian	4	0.3%
Pacific	3	0.2%
2 or More	0	0.0%
Not specified	5	0.4%
Total	1204	100.0%

USF St. Petersburg

Student Employment at USFSP is a collaborative endeavor between the Career Center, Financial Aid, and Human Resources departments. All student employment positions are on Handshake, the Career Center's online job board, so students would have one single location to use in all their job searches as a student. The Student Employment Workgroup is working to improve processes for recruiting, hiring and supervising student employees. They are creating new training opportunities for supervisors and student employees to increase employability skills and career readiness in students. In 2018-19, the Student Employment Workgroup will be working with the Global Initiatives office to make the on-campus employment process easier and more accessible to international students

USF Sarasota-Manatee

Employment by Gender	Number	Percent of Total
Females	45	56.3%
Males	35	43.7%
Total	80	100%

Employment by Race	Number	Percent of Total
African American	8	10.0%
Asian	6	7.5%
Hispanic	9	11.3%
White	53	66.3%
American Indian/Alaska Native	1	1.3%
Other	2	2.5%
Unknown	1	1.3%
Total	80	100%

Source: USF OLAP Cubes.

Educational and Work Environment

USF Tampa

The university is intentional and strategic in providing a competitive and comprehensive learning experience for undergraduate and graduate students. These learning experiences include both academic rigor and out of classroom learning outcomes. The broad range of resources, services, activities, programs, and facilities are designed to create a holistic learning environment and enrich the development of students by providing the essentials to assist students from enrollment to graduation, and ultimately career placement. The out of class learning opportunities align with the strategic goals of the university and are related to student learning outcomes. Out of class learning experiences include volunteer opportunities and positions through student organizations and student employment opportunities all contributing to the retention, skill enhancement, career development and future job placement. Student Affairs & Student Success partner with administration, faculty, staff and other university and community stakeholders to ensure that our students enter, persist, and achieve their academic goals, whether employment of by entering some of the most competitive graduate and professional schools. Student Affairs & Student Success continues to contribute to the broader student success initiatives at the University of South Florida changing lives one student at a time.

USF St. Petersburg

The university offers an excellent education and valuable out of class opportunities, which support the personal growth and development of our students through engagement, leadership, wellness and student employment experiences. The Division of Student Affairs focuses on the co-curricular by creating dynamic learning experiences in an inclusive community. These experiences build the personal, social, civic, leadership, cultural, physical, character and intellectual development of the students.

Last year, the University implemented a new online career services management system, Handshake, to allow new and deeper connection between students and potential employers and better assessment of applicant/user data to be able to identify trends in populations. The institution has taken steps to create more internship opportunities for students through gradually increasing staff capacity, including internship coordinators in each college, and through a partnership between the Career Center and other local universities with the St. Petersburg Chamber of Commerce to offer internship seminars for local employers.

USF Sarasota-Manatee

The University offers both an excellent academic education and valuable "field" opportunities. Co-curricular and student employment experiences support the holistic development of students by providing opportunities for the development of soft skills, as well as the opportunity for students to network and develop important connections and mentoring relationships. Academic and Student Affairs provides critical support services to enrich the student experience; promote student learning; encourage intellectual, social, and personal development; and advocate for policies and programs that empower students to reach their personal, educational, and professional goals.

USF Sarasota-Manatee continues to build a robust internship program by implementing a tracking system for placements to assist in identifying strong points and gaps to make data-driven decisions, providing personalized student/employer liaison services for "warm" handoffs, and providing and tracking research assistantships for students. USF Sarasota-Manatee has also launched an initiative to create internships at diverse-owned businesses along the Suncoast. The goal for this year was five internship placements at identified businesses and that goal was met.

Career Services hosted "Jobapalooza," which included multiple workshops culminating in a networking event. Student participants landed interviews and several were offered jobs or internships as a result.

Efforts to enhance the service learning experience continues with tracking of more courses and the creation of a Canvas Commons Toolkit designed for faculty to assist in the creation of a Service Learning course.

Personnel

USF System (Tampa, St. Petersburg, Sarasota-Manatee)

The USF System completes a review of its policies and procedures as it relates to student employment. A list of the associated policies can be found on of the webpage of the Office of the General Counsel (http://regulationspolicies.usf.edu/) and the Office of Human Resources (https://www.usf.edu/hr/).

Effectiveness in Enrollment (Part III. E)

USF Tampa

The University of South Florida is holistically committed to student success and has integrated it into the campus culture. Our student success initiatives have radically transformed the success of all students by increasing retention and graduation rates, eliminating the completion gap by race, ethnicity, and socioeconomic status, and making progress towards degree completion in a timely manner. The strategic and intentional student success platforms and use of innovative technologies have resulted in greater efficiency driven by data based decisions. These achievements, the product of institutional effort, driven by faculty, staff, students, and external stakeholders, have earned the University of South Florida national distinctions throughout the country.

The university strives to maintain a high quality, and robust teaching and learning environment that is conducive to producing diverse global leaders. Preparing students for high-demand, highly-skilled, highly-paid jobs and equipped for the most competitive graduate and professional schools across the nation and around the world, is a priority of the University. The University is recognized as one of the most diverse campuses in the State of Florida, with an undergraduate population that is more than 40% Pell Grant recipients.

At the graduate level, there have been an increase in Hispanic student enrollment, but slight declines in Black, Asian and White student enrollment. While there has been an increase in total enrollment AY 2016-2017 (3,487) compared to prior AY 2015-2016 (3,204), , USF is confident in the overall strategic goals and initiatives to increase enrollment of all students to ensure USF remains a diverse institution, preparing our students for lifelong success.

USF St. Petersburg

USF St Petersburg has seen a slight decrease in overall FTIC numbers from 636 in the fall of 2012 to 630 in the fall of 2017. Diversity representation shifted in most categories, with Black and White students decreasing by 3.1% and 4.9% respectively. Conversely, Hispanic and Two or More Race representation increased by 4.8% and 2.9%.

Fulltime transfer students have increased from 376 in the fall of 2012 to 398 in the fall of 2017. The number of Black and White transfer students increased by 1.4% and 2.4% respectively, while Hispanic transfer student representation decreased by 3.8%. All other categories experienced minor (i.e. less than a percentage point) change in the duration.

USF Sarasota-Manatee

USF Sarasota-Manatee annually administers the College Senior Survey to its senior students through the Higher Education Research Institute at the University of California Los Angeles. The Spring Semester 2018 administration of the Senior Survey showed improved results for USF Sarasota-Manatee in the diversity measures compared to the Spring Semester 2017 administration.

- On a scale of 1-4 (Strongly Agree to Strongly Disagree), 85.10% of students agree or strongly agreed that the "institution has contributed to their knowledge of people from different races/cultures (mean = 3.19). This compares to 83.5% in the Spring Semester 2017 administration (mean = 3.15).
- On a scale of 1-5 (Very Satisfied to Very Dissatisfied), 78.3% of students were very satisfied or satisfied with the racial/ethnic diversity of the student body (mean = 4.23). This compares to 73.4% in the Spring Semester 2017 administration (mean = 3.99).
- On a scale of 1-5 (Very Satisfied to Very Dissatisfied), 82.8% of students were very satisfied or satisfied with the college's respect for the expression of diverse beliefs (mean = 4.33). This compares to 80% in the Spring Semester 2017 administration (mean =4.10).

Part IV. Gender Equity in Intercollegiate Athletics (A, B, & C)

Table 1: Sex Equity in Athletics

Element	Assessment	Area for improvement? (check if yes, and describe on form below)
1. Sports offerings	USF sponsors ten varsity sports for women and nine varsity sports for men. All of the sports are NCAA sponsored and compete in the American Athletic Conference with the exception of Sailing. The national governing body for collegiate sailing is the Inter-Collegiate Sailing Association (ICSA). The University's Women's Sailing Program does not belong to a conference, but competes nationally each year. Additionally, USF Athletics announced the addition of its 20th Varsity sport (11th Women's) - Rowing. This assessment is determined to currently be equitable.	
2. Participation rates, male and female, compared with full-time undergraduate enrollment	The difference between the University's female undergraduate enrollment ratio and the Athletics participation ratio for females was 1.0% for the 2016-2017 academic year and shows were had substantial proportionality for that academic year. The University's 2016- 2017 female undergraduate enrollment ratio was 54.8% and the female athletics participation ratio was 53.8%. This assessment is determined to currently be equitable.	
3. Availability of facilities, *defined as locker room, practice, and competitive facilities*	The Lee Roy Selmon Athletics Center provides modern locker room facilities for women's cross country, indoor and outdoor track, soccer, softball, and tennis. Women's and men's basketball is housed in a state-of-the-art basketball practice facility with identical accommodations for each team. The women's and men's golf programs are in their Golf Training Center which houses each team's locker and meeting space as well as coaches offices and specialty training areas. They also share the campus-owned golf course. Women's volleyball utilizes a renovated locker room and meeting space just below their venue. Competition facilities include the Sun Dome Corral for women's volleyball. Additionally, the women's and men's soccer teams compete at a soccer specific stadium with seating for 1,500 and berm seating for an additional 1,500 fans. Furthermore, Women's and Men's basketball share the 10,000 seat USF Sun Dome located within the Athletics District. The Sun Dome underwent a $35.6M renovation in 2012. Women's and men's track and field and cross country compete in a refurbished track	

	facility featuring the same track surface used in the 2008 Summer Olympics. Softball and baseball have their own state-of-the-art facilities for competition on campus. The sailing facility is located on the St. Petersburg campus with access to boats, etc. We are providing a locker room in the Sun Dome for those sailors as well. This assessment is determined to currently be equitable.	
4. Scholarship offerings for athletes	USF provides the maximum NCAA permissible limits of scholarships for each sport. However, the governing body for collegiate sailing does not permit athletic based grants-in-aid and therefore, they do not receive funding, they are operationally supported by the athletics department which includes traveling, academic support, and other student services. This assessment is determined to currently be equitable.	
5. Funds allocated for:		
a) the athletic program as a whole	Resources allocated for women's sports programs are comparable to that of their male counterparts. Both women's and men's programs are provided with all the necessary resources to be competitive in the American Athletic Conference. This assessment is determined to currently be equitable.	
b) administration	Funds allocated to administrative services are equitably distributed between men and women's programs. This assessment is determined to currently be equitable.	
c) travel and per diem allowances	Per Diem allowances are standard for the department and mode and method of travel is determined by destination, size of team, academic considerations, and schedule. Teams have per diem based on destination with a maximum determined annually by Florida State Statute. The general rule for all University Athletic Programs is that teams fly to out-of-state competitions and travel by bus or van within state. This assessment is determined to currently be equitable.	
d) recruitment	Budgets allocated for recruitment of women's student-athletes are comparable to their male counterparts. All programs have successfully recruited regionally, nationally, and internationally. This assessment is determined to currently be equitable.	
e) comparable coaching	Experience and number of coaches available in the women's programs are comparable to their male counterparts. Additionally, in 2015, we hired a female Head Tennis Coach to replace a male coach and the team saw exceptional success over each year. This assessment is determined to currently be equitable.	

f) publicity and promotion	The Athletic Department Marketing and Communication staff employs nine full-time staff members plus interns and student assistants. Publicity and promotion for our programs is equitable in like sports and is accomplished through a robust website, media relation initiatives, and the video streaming of nearly all non-televised home competition in our team sports of men's and women's soccer, volleyball, women's basketball, softball, and baseball. Production and printing of collateral materials (e.g., posters, schedule cards, etc.) is equitable among like sports. This assessment is determined to currently be equitable.	
g) other support costs	N/A	
6. Provision of equipment and supplies	Coaches request funding based on condition of current equipment, replacement needs and requirements for new uniforms, and equipment for new student-athletes. An annual budget is provided for each sport, and adjustments are allowed for contingencies in any given year. Two full-time staff members are assigned to assist coaches with equipment ordering, maintenance and repair. This assessment is determined to currently be equitable.	
7. Scheduling of games and practice times	Teams that share facilities alternate requested practice times each year. Regular practice times are accommodated for continuity and student-athlete academic schedules. Competitions scheduled for the same date are arranged between coaches and administrators. Due to the extent of quality facilities, very few conflicts arise. This assessment is determined to currently be equitable.	
8. Opportunities to receive tutoring	A full time employee supervises a staff of approximately 70 qualified student tutors. This group of tutors assists student-athletes in every possible course from entry-level math, English and science courses to upper-level courses required for the major. The tutors all go through training offered by the USF Learning Commons staff and are CRLA (College Reading and Learning Association) Level 1 certified. All tutors are regularly informed of the policies concerning academic integrity. All student-athletes have access to schedule tutoring on their own or through their academic advisors. This assessment is determined to currently be equitable.	
9. Compensation of coaches and tutors	Coaches are provided in like numbers for like sports and in proportion equal to or greater than the American Athletic Conference program standards. Compensation for coaches is determined based on comparison with other conference institutions, the fair market value, years, and type of experience. Tutors are compensated according to their level of experience and degree earned. All tutors, independent of assignments to students, teams	

	or gender are paid equivalently. This assessment is determined to currently be equitable.	
10. Medical and training services	There is a complete sports medicine clinic in the Lee Roy Selmon Athletics Center as well as one in the Sun Dome. All student-athletes have equal access to treatment and medical care as needed. A certified licensed athletics trainer is assigned to each sport. We have an extensive partnership with USF Health allowing for top notch medical care including surgeries and day-to-day care for all student-athletes. This assessment is determined to currently be equitable.	
11. Housing and dining facilities and services	Student-athletes, like all students, reside either on campus in general student residences or off campus in private residences available to all. On campus residences include apartment style units, as well as traditional college residence units. All sport teams are offered spaces in the apartment style housing as well as traditional housing on an equal. Additionally, the University has a great dining hall that has nutritional offers (Champions Choice); open to all students, which is located adjacent to the Sun Dome. All student-athletes receive breakfast during the week at Champions Choice, as provided by the Athletic Department, regardless if the student-athlete has a meal plan or not. This is both permissible by the NCAA, Conference Office, and Financial Aid. This dining opportunity provides all students and student-athletes with healthy food options to maximize performance. This assessment is determined to currently be equitable.	

Table 2. Overall Effectiveness in Athletics and Areas for Improvement

Areas for improvement	Program for improvement	Timetable
Athletics Participation	Female Sports	On-going
Salaries	All Sports	On-going
Roster Management	All Sports	On-going
Female Participation	Female Sports (announced adding of Rowing)	On-going

Check one basis below for assuring that the University is in compliance with the Florida Educational Equity Act:

_____ Accommodation of Interest and Abilities
__X_____ Substantial Proportionality
_____ History and Practice of Expansion of Sports

Part V. Employment Representation

Table 1: Category Representation: Tenured instructional faculty

USF System

Table 1a. Category Representation – Tenured Faculty

Indicator	NRA	A	AI/AN	B	H	W	NHOPI	>TWO	Unk	Female	Male	Total
Fall 2017	11	111	4	32	44	599	0	0	3	274	530	804
Fall 2016	23	102	3	36	47	600	0	2	2	276	539	815
Percentage Change from Fall 2016 to Fall 2017	-52.2%	8.8%	33.3%	-11.1%	-6.4%	-0.2%	N/A	-100.0%	50.0%	-0.7%	-1.7%	-1.3%
Fall 2012	1	73	4	35	37	575	0	2	6	248	485	733
Percentage Change from Fall 2012 to Fall 2017	1000.0%	52.1%	0.0%	-8.6%	18.9%	4.2%	N/A	-100.0%	-50.0%	10.5%	9.3%	9.7%
Area for improvement, compared with national standards? (Check is yes)												

IPEDS Human Resource 2016-2017 and 2017-2018, instructional faculty only. Does not include Research or Public Service only faculty.

The USF System employed over 800 tenured faculty members during the 2017 – 2018 Academic year. Of the tenured faculty represented, 37% in 2017, 33.8% in 2016, and 33.8% in 2012 represented women. As it relates to race, there was an increase in representation from 2016 to 2017 with Asian, American Indian/Alaskan Native, and race Unknown categories, all other categories decreased. Overall, there has been a decrease in tenured faculty.

USF Tampa

Table 1b. Category Representation – Tenured Faculty

Indicator	NRA	A	AI/AN	B	H	W	NH OPI	>TWO	Unk	Female	Male	Total
Fall 2017	9	100	3	30	38	530	0	0	3	232	481	713
Fall 2016	20	93	3	33	39	536	0	1	2	237	490	727
Percentage Change from Fall 2016 to Fall 2017	-55.0%	7.5%	0.0%	-9.1%	-2.6%	-1.1%	N/A	-100.0%	50.0%	-2.1%	-1.8%	-1.9%
Fall 2012	1	69	4	34	30	518	0	1	4	218	443	661
Percentage Change from Fall 2012 to Fall 2017	800.0%	44.9%	-25.0%	-11.8%	26.7%	2.3%	N/A	-100.0%	-25.0%	6.4%	8.6%	7.9%
Area for improvement, compared with national standards? (Check is yes)												

IPEDS Human Resource 2016-2017 and 2017-2018, instructional faculty only. Does not include Research or Public Service only faculty.

Table 1b shows the profile of faculty with tenure at USF Tampa. Figures in the chart indicate nearly equally representation of female tenured faculty members in fall 2017 and fall 2016 (-0.1 difference). Overall, the percentages of the tenured faculty who are women has remained relatively stable 32.5% in 2017, 32.6% in 2016, and 32.9% in 2012. The percentage of non-White faculty was 25.7% in 2017; this represents a minor increase from 2016 (26.8%), but a more substantive increase compared to 2012 (21.7%).

USF St. Petersburg

Table 1c. Category Representation – Tenured Faculty

Indicator	NRA	A	AI AN	B	H	W	NH OPI	>TWO	Unk	Female	Male	Total
Fall 2017	1	7	1	0	6	50	0	0	0	28	37	65
Fall 2016	2	5	0	1	8	47	0	1	0	26	38	64
Percentage Change from Fall 2016 to Fall 2017	-50.0%	40.0%	N/A	-100.0%	-25.0%	6.4%	N/A	-100.0%	N/A	7.7%	-2.6%	1.6%
Fall 2012	0	3	0	1	7	44	0	1	2	22	36	58
Percentage Change from Fall 2012 to Fall 2017	N/A	133.3%	N/A	-100%	-14.3%	13.6%	N/A	-100%	-100%	27.3%	2.8%	12.1%
Area for improvement, compared with national standards? (Check is yes)												

IPEDS Human Resource 2016-2017 and 2017-2018, instructional faculty only. Does not include Research or Public Service only faculty.

The percentage of tenured female faculty increased by 7.7% from the previous reporting year and increase of 27.3% since 2012. The number of tenured faculty of color at USFSP is of concern. The percentage of tenured black and two or more races have decreased by 100% from 2016 to 2017 and from 2012 to 2017. Hispanic tenured faculty has decreased by 25% from 2016 to 2017 and by 14.3% from 2012. Asian tenured faculty has shown an improvement, tenured faculty has increased by 40% from 2016 to 2017 and has shown a major increase of 133% from 2012. Non-resident aliens increased by 100%. The number of white tenured faculty members increased by 6.4% in 2017 and increased by 13.6% from 2012. Female tenured faculty has increased by 7.7% from 2016 to 2017and have increased by 27.3% since 2012. Male tenured faculty have decreased by 2.6% and increased by 2.8% since 2012.

USF Sarasota-Manatee

Table 1d. Category Representation – Tenured Faculty

Indicator	NRA	A	AI AN	B	H	W	NH OPI	>TWO	Unk	Female	Male	Total
Fall 2017	1	4	0	2	0	19	0	0	0	14	12	26
Fall 2016	1	4	0	2	0	17	0	0	0	13	11	24
Percentage Change from Fall 2016 to Fall 2017	0.0%	0.0%	N/A	0.0%	N/A	11.8%	N/A	N/A	N/A	7.7%	9.1%	8.3%
Fall 2012	0	1	0	0	0	13	0	0	0	8	6	14
Percentage Change from Fall 2012 to Fall 2017	N/A	300.0%	N/A	N/A	N/A	46.2%	N/A	N/A	N/A	75.0%	100.0%	85.7%
Area for improvement, compared with national standards? (Check is yes)												

IPEDS Human Resource 2016-2017 and 2017-2018, instructional faculty only. Does not include Research or Public Service only faculty.

The tenured faculty increased by one male and one female in fall 2017. The proportion of female to male tenured faculty members remained the same in 2017 compared to 2016: 54% female and 46% male. Both newly tenured faculty were White. No significant changes are noted in the diversity of tenured faculty.

Table 2: Category Representation: Tenure-track instructional faculty

USF System

Table 2a. Category Representation – Tenure-Track Faculty

Indicator	NRA	A	AI AN	B	H	W	NH OPI	>TWO	Unk	Female	Male	Total
Fall 2017	36	56	1	20	26	176	0	0	4	153	166	319
Fall 2016	54	50	1	20	24	177	0	1	2	163	166	329
Percentage Change from Fall 2016 to Fall 2017	-33.3%	12.0%	0.0%	0.0%	8.3%	-0.6%	N/A	-100.0%	100.0%	-6.1%	0.0%	-3.0%
Fall 2012	48	54	0	23	14	193	0	2	41	180	195	375
Percentage Change from Fall 2012 to Fall 2017	-25.0%	3.7%	N/A	-13.0%	85.7%	-8.8%	N/A	-100.0%	-90.2%	-15.0%	-14.9%	-14.9%
Area for improvement, compared with national standards? (Check is yes)												

IPEDS Human Resource 2016-2017 and 2017-2018, instructional faculty only. Does not include Research or Public Service only faculty.

The USF System employed 319 tenure track faculty members during fall 2017. Women represented 48% in 2017 which is a slight decrease from 2016 with 49.5%, yet consistent with 2012 at 48%. As it relates to race, there was an increase in representation from 2016 to 2017 with Asian, Hispanic, and race Unknown, no change with American Indian/Alaskan Native and Black, and all other categories decreased. However, during 2012 to 2017 there was a significant increase (85.7%) in Hispanic representation, a moderate increase (3.7%) in Asian representation, and in all other categories there was a negative change a not applicable.

USF Tampa

Table 2b. Category Representation – Tenure-Track Faculty

Indicator	NRA	A	AI AN	B	H	W	NH OPI	>TW O	Unk	Female	Male	Total
Fall 2017	32	54	1	15	19	149	0	0	4	129	145	274
Fall 2016	49	46	1	15	18	141	0	1	2	133	140	273
Percentage Change from Fall 2016 to Fall 2017	-34.7%	17.4%	0.0%	0.0%	5.6%	5.7%	N/A	-100%	100.0%	-3.0%	3.6%	0.4%
Fall 2012	41	49	0	20	11	166	0	2	40	155	174	329
Percentage Change from Fall 2012 to Fall 2017	-22%	10.2%	N/A	-25%	72.7%	-10.2%	N/A	-100%	-90.0%	-16.8%	-16.7%	-16.7%
Area for improvement, compared with national standards? (Check is yes)												

IPEDS Human Resource 2016-2017 and 2017-2018, instructional faculty only. Does not include Research or Public Service only faculty.

Table 2b focuses on trends among Tenure-Track faculty at USF Tampa. Calculations from fall 2017, fall 2016, and fall 2012 show female percentage representation to be 47.1%, 48.7%, and 47.1% respectfully. Over the period fall 2012 – fall 2017, decreases in the total numbers of faculty are shown (in descending order) for Blacks, Whites, and Non-Resident Aliens, while increases are shown for Hispanic and Asian faculty. However, it should be mentioned that the actual number of Tenure-Track faculty declined 16.7% from 2012 while increasing only .4% from 2012, indicative that USF, like other SUS institutions, is still recovering from a financially challenging period in the during which there was a diminished hiring of new tenure-track faculty.

USF St. Petersburg

Table 2c. Category Representation – Tenure-Track Faculty

Indicator	NRA	A	AI AN	B	H	W	NH OPI	>TWO	Unk	Female	Male	Total
Fall 2017	1	1	0	4	5	18	0	0	0	17	12	29
Fall 2016	2	3	0	3	4	23	0	0	0	21	14	35
Percentage Change from Fall 2016 to Fall 2017	-50.0%	-66.7%	N/A	33.3%	25.0%	-21.7%	N/A	N/A	N/A	-19.0%	-14.3%	-17.1%
Fall 2012	7	3	0	1	3	11	0	0	0	13	12	25
Percentage Change from Fall 2012 to Fall 2017	-85.7%	-66.7%	N/A	300.0%	66.7%	63.6%	N/A	N/A	N/A	30.8%	0.0%	16.0%
Area for improvement, compared with national standards? (Check is yes)												

IPEDS Human Resource 2016-2017 and 2017-2018, instructional faculty only. Does not include Research or Public Service only faculty.

Recruitment efforts have resulted in an increase of diverse faculty in the Black and Hispanic tenure-track faculty category. USFSP has purchased a subscription to major diversity online recruitment website (Diverse Issues, Hispanic Outlook, and Insight into Diversity) to increase the applicant pool of diverse, qualified applicants and for consistency for all faculty positions. All faculty positions are recruited on diverse online recruitment websites since 2017. The percentage of Black faculty has increased by 33.3% from 2016 to 2017 and by 300% since 2012. The Hispanic tenure-track faculty has increased by 33.3% from 2016 to 2017 and by 66.7% since 2012. The Asian tenured faculty decreased by 66.7% from 2016 to 2017 and decreased by the same amount since 2012 but show a significant increase in Asian faculty being granted tenure by 40% from 2016 to 2017. There was a decrease of Non-Resident Aliens percentages by 50% from 2016 to 2017 and decreased by 85.7% since 2012. Also, minority post-doc program recruitment began spring 2016 and hired one post-doc that started the fall of 2017. The White tenure-track faculty has decreased by 21.7% from 2016-2017. The female tenure-track has decreased by 19% from 2016 to 2017 and increased by 30.8% from 2012. The male tenure-track faculty has decreased by 14.3%, and there has been no change since 2012.

USF Sarasota-Manatee

Table 2d. Category Representation – Tenure-Track Faculty

Indicator	NRA	A	AI AN	B	H	W	NH OPI	>TWO	Unk	Female	Male	Total
Fall 2017	3	1	0	1	2	9	0	0	0	7	9	16
Fall 2016	3	1	0	2	2	13	0	0	0	9	12	21
Percentage Change from Fall 2016 to Fall 2017	0.0%	0.0%	N/A	-50.0%	0.0%	-30.8%	N/A	N/A	N/A	-22.2%	-25.0%	-23.8%
Fall 2012	0	2	0	2	0	16	0	0	1	12	9	21
Percentage Change from Fall 2012 to Fall 2017	N/A	-50.0%	N/A	-50.0%	N/A	-43.8%	N/A	N/A	-100%	-41.7%	0.0%	-23.8%
Area for improvement, compared with national standards? (Check is yes)												

IPEDS Human Resource 2016-2017 and 2017-2018, instructional faculty only. Does not include Research or Public Service only faculty.

The number of male and female tenure-track faculty declined in fall 2017. Males were down by three and females by 2. The percentage of female faculty increased one percentage point to 44% in 2017 with males correspondingly declining 1%.The number of non-white faculty remained the same from 2016 to 2017. The number of White faculty declined by four. Therefore, the percentage of non-White faculty increased from 38% to 44%. The number of non-White faculty did not change in 2017, but the percentage increased because of a decline in the number of White tenure-earning faculty.

Table 3: Category Representation: Faculty not on tenure track instructional or faculty employed at a non-tenure-granting university

USF System

Table 3a. Category Representation – Non-Tenure-Earning Faculty or Faculty at Non-Tenure Granting Universities

Indicator	NRA	A	AI AN	B	H	W	NH OPI	>TWO	Unk	Female	Male	Total
Fall 2017	26	89	2	40	112	571	1	0	0	450	391	841
Fall 2016	42	67	1	36	92	532	0	2	2	414	360	774
Percentage Change from Fall 2016 to Fall 2017	-38.1%	32.8%	100%	11.1%	21.7%	7.3%	N/A	-100%	-100%	8.7%	8.6%	8.7%
Fall 2012	20	29	2	26	51	351	1	3	38	265	256	521
Percentage Change from Fall 2012 to Fall 2017	30.0%	206.9%	0.0%	53.8%	119.6%	62.7%	0.0%	-100%	-100%	69.8%	52.7%	61.4%
Area for improvement, compared with national standards? (Check is yes)												

IPEDS Human Resource 2016-2017 and 2017-2018, instructional faculty only. Does not include Research or Public Service only faculty.

The USF System employed 841 non-tenure earning faculty members during fall 2017. Women represented 53% in 2017 which was consistent in 2016 with 53%, and a slight increase from 2012 where women represented half (50%) of the population. As it relates to race, there was an increase in representation from 2016 to 2017 with Asian (32.8%), American Indian/Alaskan Native (100%), Black (11.1%), Hispanic (21.7%) and White (7.3%) and non-resident alien (38.1%), Two or more races (100%), and race unknown(100%) decreased. However, during 2012 to 2017 there were increase in all racial categories with the exception Two or more races and race unknown.

USF Tampa

Table 3b. Category Representation – Non-Tenure-Earning Faculty or Faculty at Non-Tenure Granting Universities

Indicator	NRA	A	AI AN	B	H	W	NH OPI	>TWO	Unk	Female	Male	Total
Fall 2017	22	81	1	38	109	508	1	0	0	413	347	760
Fall 2016	35	59	1	33	90	477	0	2	2	376	323	699
Percentage Change from Fall 2016 to Fall 2017	-37.1%	37.3%	0.0%	15.2%	21.1%	6.5%	N/A	-100.0%	-100.0%	9.8%	7.4%	8.7%
Fall 2012	19	26	2	23	49	310	1	3	36	233	236	469
Percentage Change from Fall 2012 to Fall 2017	15.8%	211.5%	-50.0%	65.2%	122.4%	63.9%	0.0%	-100.0%	-100.0%	77.3%	47.0%	62.0%
Area for improvement, compared with national standards? (Check is yes)												

IPEDS Human Resource 2016-2017 and 2017-2018, instructional faculty only. Does not include Research or Public Service only faculty.

Table 3b provides a profile of Non-Tenured Faculty at USF Tampa, a category that includes both instructional and non-instructional research faculty. Based on calculated figures, females in this category constituted 54.3% in fall 2017 compared to 53.8% in fall 2016 and 49.7% in fall 2012. Regarding race/ethnicity, calculated figures show that the overall percentage of non-White faculty increased from 31.8 in 2016 to 33.2 in 2017; the comparable figure for 2012 was 33.9, a decrease of .7 percentage points.

USF St. Petersburg

Table 3c. Category Representation – Non-Tenure-Earning Faculty or Faculty at Non-Tenure Granting Universities

Indicator	NRA	A	AI AN	B	H	W	NH OPI	>TWO	Unk	Female	Male	Total
Fall 2017	0	4	1	1	1	31	0	0	0	18	20	38
Fall 2016	3	5	0	2	0	28	0	0	0	20	18	38
Percentage Change from Fall 2016 to Fall 2017	-100.0%	-20.0%	N/A	-50.0%	N/A	10.7%	N/A	N/A	N/A	-10.0%	11.1%	0.0%
Fall 2012	1	2	0	2	1	23	0	0	1	19	11	30
Percentage Change from Fall 2012 to Fall 2017	-100.0%	100.0%	N/A	-50.0%	0.0%	34.8%	N/A	N/A	-100.0%	-5.3%	81.8%	26.7%
Area for improvement, compared with national standards? (Check is yes)												

IPEDS Human Resource 2016-2017 and 2017-2018, instructional faculty only. Does not include Research or Public Service only faculty.

The percentage of female non-tenure earning faculty decreased by 10.1% from the previous year but has increased by 33.33% from 2012. Black non-tenure earning faculty decreased by 50% from the previous year and also decreased by 50% since 2012. Hispanic non-tenure-track faculty decreased by 100% from 2016 to 2017. Asian non-tenure-track faculty decreased by 20% from 2016 to 2017 but increased by 100% since 2012. Non-Resident Alien non- tenure faculty increased by 50%. White non-tenure track faculty members' percentage remained the same.

USF Sarasota-Manatee

Table 3d. Category Representation – Non-Tenure-Earning Faculty or Faculty at Non-Tenure Granting Universities

Indicator	NRA	A	AI AN	B	H	W	NH OPI	>TWO	Unk	Female	Male	Total
Fall 2017	4	4	0	1	2	32	0	0	0	19	24	43
Fall 2016	4	3	0	1	2	27	0	0	0	18	19	37
Percentage Change from Fall 2016 to Fall 2017	0.0%	33.3%	N/A	0.0%	0.0%	18.5%	N/A	N/A	N/A	5.6%	26.3%	16.2%
Fall 2012	0	1	0	1	1	18	0	0	1	13	9	22
Percentage Change from Fall 2012 to Fall 2017	N/A	300.0%	N/A	0.0%	100.0%	77.8%	N/A	N/A	-100.0%	46.2%	166.7%	95.5%
Area for improvement, compared with national standards? (Check is yes)												

IPEDS Human Resource 2016-2017 and 2017-2018, instructional faculty only. Does not include Research or Public Service only faculty.

USF Sarasota-Manatee added six new faculty at the non-tenure-earning level in 2017: one female and five male. Thus, the percentage of females declined from 48% to 44% between 2016 and 2017. Six of the seven new faculty added in 2017 at the non-tenure-earning level were White with one Asian. In spite of the numerical increase in White faculty at this level, the percentage of non-White faculty declined only one percentage point, from 27% to 26%.

Table 4: Category Representation: Management Occupations

USF System

Table 4a. Category Representation – Management Occupations

Indicator	NRA	A	AI AN	B	H	W	NH OPI	>TWO	Unk	Female	Male	Total
Fall 2017	2	27	1	28	38	337	0	0	1	219	215	434
Fall 2016	3	27	1	20	28	324	0	1	2	197	209	406
Percentage Change from Fall 2016 to Fall 2017	-33.3%	0.0%	0.0%	40.0%	35.7%	4.0%	N/A	-100.0%	-50.0%	11.2%	2.9%	6.9%
Fall 2012	2	14	0	22	24	246	0	0	18	140	186	326
Percentage Change from Fall 2012 to Fall 2017	0.0%	92.9%	N/A	27.3%	58.3%	37.0%	N/A	N/A	-94.4%	56.4%	15.6%	33.1%
Area for improvement, compared with national standards? (Check is yes)												

IPEDS Human Resource 2016-2017 and 2017-2018, instructional faculty only. Does not include Research or Public Service only faculty.

Executive/Administrative/Managerial employees in the USF System are presented in Table 4a. Women are represented well and continue to increase at 50% of the population in 2017, 48% in 2016, and 42% in 2012. Regarding race/ethnicity, there was an increase in the hiring of Black (40%), Hispanic (35.7%), and White (4%) between fall 2016 and fall 2017 and a decrease in hiring nonresident alien (-33.3%), Two or more races (-100%), and race unknown (-50%) during the same time period. The changes from 2012 to 2017 also show an increase in the number of Asian (92.9%), Black (27.3%) and Hispanic (58.3%), and White (37%).

USF Tampa

Table 4b. Category Representation – Management Occupations

Indicator	NRA	A	AI AN	B	H	W	NH OPI	>TWO	Unk	Female	Male	Total
Fall 2017	2	25	0	24	36	290	0	0	1	193	185	378
Fall 2016	3	25	0	18	27	279	0	1	2	176	179	355
Percentage Change from Fall 2016 to Fall 2017	-33.3%	0.0%	N/A	33.3%	33.3%	3.9%	N/A	-100.0%	-50.0%	9.7%	3.4%	6.5%
Fall 2012	2	12	0	21	23	214	0	0	16	125	163	288
Percentage Change from Fall 2012 to Fall 2017	0.0%	108.3%	N/A	14.3%	56.5%	35.5%	N/A	N/A	-93.8%	54.4%	13.5%	31.3%
Area for improvement, compared with national standards? (Check is yes)												

IPEDS Human Resource 2016-2017 and 2017-2018, instructional faculty only. Does not include Research or Public Service only faculty.

The categorical representation of Executive/Administrative/Managerial employees at USF Tampa is presented in Table 4b. Calculations of relative representation reveal that as of fall 2017, females represented 51%, a significant change from 43.4% in fall 2012. Regarding race/ethnicity, there was an increase in the hiring of Blacks and Hispanics between fall 2016 and fall 2017. The changes from 2012 to 2017 also show an increase in the number of Black (14.3%) and Hispanic (56.5%) employees in this category, though an increase in the number of Asians (108.3%) was the one most pronounced.

As was the case for the past several years, an enhanced emphasis was placed on proactively seeking to increase the diversity of our faculty and executive applicant pools as a strategy to hire a more diverse group of in-coming employees. A "best practices" document for hiring a diverse faculty was developed last year was distributed to search committees and workshops were held in several of the Colleges. These efforts recognized that specific approaches will vary, sometimes considerably, because different disciplines face differing challenges in achieving this outcome. This longer-term strategy appears to have yielded some positive results this year (2017-18), especially in the hiring of more faculty from underrepresented groups in STEM disciplines, areas that can be particularly challenging in seeking broad diversification. However, continuing efforts and monitoring will remain in place.

USF St. Petersburg

Table 4c. Category Representation – Management Occupations

Indicator	NRA	A	AI AN	B	H	W	NH OPI	>TWO	Unk	Female	Male	Total
Fall 2017	0	2	1	4	1	27	0	0	0	18	17	35
Fall 2016	0	2	1	2	1	28	0	0	0	14	20	34
Percentage Change from Fall 2016 to Fall 2017	N/A	0.0%	0.0%	100.0%	0.0%	-3.6%	N/A	N/A	N/A	28.6%	-15.0%	2.9%
Fall 2012	0	2	0	1	1	20	0	0	0	10	14	24
Percentage Change from Fall 2012 to Fall 2017	N/A	0.0%	N/A	300.0%	0.0%	35.0%	N/A	N/A	N/A	80.0%	21.4%	45.8%
Area for improvement, compared with national standards? (Check is yes)												

IPEDS Human Resource 2016-2017 and 2017-2018, instructional faculty only. Does not include Research or Public Service only faculty.

The number of female Executive/Administrative/Managerial staff has increased by 28.6% from 2016 to 2017 and have increased significantly by 80% since 2012. The percentage has increase by 100% for Black Executive/Administrative/Managerial staff from 2016 to 2017 and there has been a significant increase by 300% since 2012. The number of American Indian, Hispanic and Asian Administrative/Managerial staff has remained unchanged from 2016 to 2017 and also no change since 2012. The number of White Executive/Administrative/Managerial staff has decreased by 3.6% and has increased by 35% since 2012. The number of male Executive/Administrative/Managerial staff has decreased by 15% and increased by 21.4% since 2012.

USF Sarasota-Manatee

Table 4d. Category Representation – Management Occupations

Indicator	NRA	A	AIAN	B	H	W	NHOPI	>TWO	Unk	Female	Male	Total
Fall 2017	0	0	0	0	1	20	0	0	0	8	13	21
Fall 2016	0	0	0	0	0	17	0	0	0	7	10	17
Percentage Change from Fall 2016 to Fall 2017	N/A	N/A	N/A	N/A	N/A	17.6%	N/A	N/A	N/A	14.3%	30.0%	23.5%
Fall 2012	0	0	0	0	0	12	0	0	2	5	9	14
Percentage Change from Fall 2012 to Fall 2017	N/A	N/A	N/A	N/A	N/A	66.7%	N/A	N/A	-100.0%	60.0%	44.4%	50.0%
Area for improvement, compared with national standards? (Check is yes)												

IPEDS Human Resource 2016-2017 and 2017-2018, instructional faculty only. Does not include Research or Public Service only faculty.

The number of females at the executive/administrative/managerial level increased by one in fall 2017, whereas the number of males increased by three. This change resulted in the percentage of females at this level dropping from 41% in 2016 to 38% in 2017. The increase of one Hispanic at this level improved the non-White percentage from zero to 5% in 2017. Changes noted are minimal, not significant.

PART VI. Areas of Improvement/Achievement (A & B)

USF Tampa

Areas of Improvement Pertaining to Employment Identified in 2017 Report

The university will maintain its efforts to increase applicant pools, advertise in minority publications, use target of opportunity efforts, and engage in outreaches to minority and women faculty members in recruiting efforts. Best practice guidelines will continue to be provided to chairs of search committees, and it will be recommended that those chairs attend a best practices workshop offered by the Office of Diversity, Inclusion and Equal Opportunity.

Achievement Report of Areas of Improvement Pertaining to Employment Identified in Previous Report, 2016

Our analysis of 48 peer and aspirational research institutions with which USF compares itself shows that we fare quite favorably in our minority and gender composition. Overall, slight increases in the proportions of non-White and female faculty members were realized, particularly at the junior faculty (non-tenured but tenure track) level where changes in recruiting practices are most likely to be manifested. Diversity in STEM areas remains challenging, and will require a continued focus and effort in order to obtain even marginal results.

USF St. Petersburg

A successful first year experience program COMPASS, is in place along with student success courses for all FTIC's. The QEP resulted in revision of undergraduate mathematics "gatekeeper" courses, improving success rates in those courses by over 20%. Four-year course rotations were completed and published for all majors, an early alert program was implemented, three new degree programs were launched, and a master academic plan was created that USFSP implemented last fall.

College Scheduler was implemented as a pilot for the USF System and is working well. Archivum/Civitas, a case management system was implemented last fall along with an early alert system within Canvas, the LMS. It is overseen by the USFSP Student Success Team that was formed last fall.

A strategic Enrollment Management (SEM) team was formed with Performance Based Metric Champions serving on that team. The SEM provides leadership for all key performance indicators, but especially for metrics 4 and 5. A retention specialist was hired and added to the team. USFSP also hired a completion specialist and developed two workgroups that report to the SEM: one focused on retention and one focused on completion.

USFSP also began focusing on class scheduling to reduce scheduling conflicts, provide greater access to students who need flexibility in their schedule, and balanced course array across all daytime and evening hours. USFSP also revamped practices related to students placed on academic probation so that they would receive needed assistance in order to return to good standing.

Achievement Report for Areas of Improvement Pertaining to Academic Services

Two years ago, USFSP implemented COMPASS, a comprehensive first–year experience program that provided activities designed to target the needs of first year students, success strategies and peer coaching that resulted into a successful integration of first year students into the academic and socio-cultural communities at USFSP. Compass upper-division peer coaches help guide first-year students to be successfully involved on campus, in the classroom and with faculty. We continue to closely review the "lessons learned" from the Quality Enhancement Plan (QEP) – all in an effort to address retention from all fronts. It is expected that these efforts will improve student retention rates, 4 and 6 year graduation rates, as well as help reduce excess credit hours at USFSP.

USF Sarasota-Manatee

Areas of Improvement Pertaining to Academic Services, Programs, and Student Enrollment (This Year)	Achievement Report for Areas of Improvement Pertaining to Academic Services, Programs, and Student Enrollment Identified (Identified Last Year)
Maintain outreach/recruitment efforts to recruit and enroll a diverse student population and increase the number of qualified students from underrepresented populations in our pathways to enroll at USF Sarasota-Manatee. Continue to provide individual assistance to students with the application process focusing on first-generation college students and students from underrepresented populations. Maintain positive relationships with community-based organizations and support their efforts where possible. Expand the FUSE Program with the State College of Florida Manatee-Sarasota to promote an alternative pathway to USF Sarasota-Manatee for students from underrepresented populations who may not meet the freshmen admissions criteria. Continue the Green2Gold workshops and Persistence Committee efforts to increase student retention. Ensure that the new on-site Counselor starting in Fall Semester 2018 provides ongoing mental health services to USF Sarasota-Manatee students.	Outreach efforts identified in last year's report were successful as USF Sarasota-Manatee had an increase in enrollment of students from underrepresented populations. The USF Sarasota-Manatee Summer Bridge Program for new FTIC had 41% of the 22 students in the program who were from underrepresented populations. Efforts to focus on first-generation college and underrepresented students in the Sarasota/Manatee communities were strengthened by the bilingual Spanish-speaking admissions counselor, as well as the hiring of an admissions counselor for diversity recruitment. These staff members worked closely with applicants from underrepresent populations and community-based organizations. USF Sarasota-Manatee financial aid staff continued to present information at FAFSA workshops and parent nights throughout the community. USF Sarasota-Manatee Admissions also hosted the Take Stock in Children organizations from Sarasota and Manatee counties for multiple college kick-off events that presented information on college admissions, financial aid, etc. USF Sarasota-Manatee Admissions staff were also part of the planning and hosting of multiple diversity roundtables in 2017 with community partners and leaders from underrepresented populations to elicit feedback on how USFSM can increase diversity on campus. USF Sarasota-Manatee Admissions continued to offer instant admission decisions at local high schools, which provides students with one on one

	admissions guidance. USF Sarasota-Manatee also hosted students from community-based organizations for instant admission decisions during recruitment events on campus. The USF Sarasota-Manatee FUSE Program with the State College of Florida Manatee-Sarasota also launched in early 2017 adding to the assistance provided to transfer students from the largest transfer feeder school.

PART VII. Protected-Class Representation in the Tenure Process

Representation of females and protected class minorities within the tenure process at each stage shall be documented. Each university is required to address: (1) disparities identified from comparing protected-class success rates to the success rates for the majority race, and (2) disparities identified from comparing the success rates of females to the success rate of males. Include in the narrative a description of the university's guidelines for equitable assignments for instructional faculty.

USF Tampa

Table 1a. Protected-Class Representation in the Tenure Process, 2016-17

Sex, Race/Ethnicity	Applied	Withdrawn	Denied	Deferred	Nominated
MALES					
American Indian or Alaskan Native					
Asian	9				9
Black or African American	1				1
Hispanic	3		1		2
Native Hawaiian/Other Pacific					
Two or More Races					
White	9	1			8
Other, Not Reported					
Total Male (Include Other, Not Reported)	22	1	1		20
FEMALES					
American Indian or Alaskan Native					
Asian	4				4
Black or African American	2				2
Hispanic	1				1
Native Hawaiian/Other Pacific					
Two or More Races					
White	15	1			14
Other, Not Reported					
Total Female (Include Other, Not Reported)	22	1			21
GRAND TOTAL	44	2	1	0	41

Legend

Applied: Faculty whose names have been submitted for tenure review. Sum of Withdrawn, Denied, and Nominated.
Withdrawn: Faculty who withdrew from tenure consideration after applying for review.
Denied: Faculty for whom tenure was denied during the review process.
Nominated: Faculty for whom tenure is being recommended by the University.

As presented in Table 1a, a total of 44 individuals were considered for tenure in the 2016-17 academic year in Academic Affairs and USF Health at USF Tampa. Of these, 22 were males and 22 were females. There were two denials, one White female and one White male. All non-White candidates were granted tenure.

USF St. Petersburg

Table 1b. Protected-Class Representation in the Tenure Process, 2016-17

Sex, Race/Ethnicity	Applied	Withdrawn	Denied	Deferred	Nominated
MALES					
American Indian or Alaskan Native					
Asian	1				1
Black or African American					
Hispanic					
Native Hawaiian/Other Pacific					
Two or More Races					
White	2				2
Other, Not Reported					
Total Male (Include Other, Not Reported)	3				3
FEMALES					
American Indian or Alaskan Native					
Asian	1				1
Black or African American					
Hispanic	1				1
Native Hawaiian/Other Pacific					
Two or More Races					
White	3				
Other, Not Reported					
Total Female (Include Other, Not Reported)					
GRAND TOTAL	5				5

Legend

Applied: Faculty whose names have been submitted for tenure review. Sum of Withdrawn, Denied, and Nominated.
Withdrawn: Faculty who withdrew from tenure consideration after applying for review.
Denied: Faculty for whom tenure was denied during the review process.
Nominated: Faculty for whom tenure is being recommended by the University.

One faculty member (WM) was tenured and promoted to the rank of Full Professor; six faculty (representing I WM, 2 WF, 1 HM, 1 HF and 1 AM) were tenured and promoted to the rank of Associate Professor, and one (WF) was promoted to Assistant Librarian.

USFSM

Table 1c. Protected-Class Representation in the Tenure Process, 2016-17

Sex, Race/Ethnicity	Applied	Withdrawn	Denied	Deferred	Nominated
MALES					
American Indian or Alaskan Native					
Asian					
Black or African American					
Hispanic					
Native Hawaiian/Other Pacific					
Two or More Races					
White	3				3
Other, Not Reported					
Total Male (Include Other, Not Reported)	3				3
FEMALES					
American Indian or Alaskan Native					
Asian					
Black or African American					
Hispanic					
Native Hawaiian/Other Pacific					
Two or More Races					
White					
Other, Not Reported					
Total Female (Include Other, Not Reported)					
GRAND TOTAL	3				3

Legend

Applied: Faculty whose names have been submitted for tenure review. Sum of Withdrawn, Denied, and Nominated.
Withdrawn: Faculty who withdrew from tenure consideration after applying for review.
Denied: Faculty for whom tenure was denied during the review process.
Nominated: Faculty for whom tenure is being recommended by the University.

PART VIII. Promotion and Tenure Committee Composition

Faculty on tenure and promotion committees, although varying considerably across different disciplines, represent the diversity of our faculty. Our faculty as a whole continues to become more diverse as we grow and utilize intentional strategies as mentioned in Part V. The information regarding Promotion and Tenure committee composition within the tenure process can be seen in the charts below represented by each institution.

USF Tampa

Table 1a: Promotion and Tenure Committee Composition, AY 2016-17

Type of Committee	Black or African American		American Indian/Alaskan Native		Asian		Native Hawaiian or Other Pacific Islander		Hispanic		Two or More Races		White		Other, Not Reported		Total including Other, Not Reported	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
University Committee																		
Arts & Sciences																		
Anthropology	0	0	0	0	0	0	0	0	0	2	0	0	4	4	0	0	4	6
Cell Biology, Microbiology, and Molecular Biology	0	0	0	0	1	2	0	0	0	0	0	0	4	3	0	0	5	5
Chemistry	0	0	0	0	1	0	0	0	0	0	0	0	6	2	0	0	7	2
Communication	0	1	0	0	1	1	0	0	0	0	0	0	3	4	0	0	4	6
Humanities & Cultural Studies	0	0	0	0	0	0	0	0	0	0	0	0	3	2	0	0	3	2
Integrative Biology	0	0	0	0	0	0	0	0	0	0	0	0	5	2	0	0	5	2
Mathematics & Statistics	0	0	0	0	6	0	0	0	0	0	0	0	14	2	0	0	20	2
Philosophy	0	0	0	0	0	1	0	0	0	0	0	0	11	1	0	0	11	2
Psychology	0	0	0	0	0	0	0	0	0	0	0	0	4	1	0	0	4	1
School of Information	1	0	0	0	1	1	0	0	0	1	0	0	2	1	0	0	4	3
Sociology	1	0	0	0	0	0	0	0	0	0	0	0	4	7	0	0	5	7
World Languages	0	0	0	0	0	1	0	0	2	1	0	0	3	8	0	0	5	10
Behavioral & Community Sciences																		
Child & Family Studies	0	0	0	0	0	2	0	0	1	1	0	0	4	6	0	0	5	9
Communication Sciences & Disorders	0	0	0	0	0	0	0	0	0	0	0	0	3	2	0	0	3	2
Criminology	1	0	0	0	0	0	0	0	0	0	0	0	5	3	0	0	6	3
Mental Health Law & Policy	1	0	0	0	0	0	0	0	0	0	0	0	7	3	0	0	8	3
School of Aging Studies	0	0	0	0	0	0	0	0	0	0	0	0	3	2	0	0	3	2
Business																		

Finance	0	0	0	0	0	0	0	0	0	0	0	0	3	1	0	0	3	1
Information Systems/ Decision Sciences	0	0	0	0	3	0	0	0	0	0	0	0	8	1	0	0	11	1
Marketing	0	0	0	0	1	0	0	0	0	0	0	0	7	0	0	0	8	0
Education																		
Educational & Psychological Studies	0	1	0	0	0	1	0	0	0	1	0	0	1	2	0	0	1	5
Teaching & Learning	0	2	0	0	0	3	0	0	0	1	0	0	8	1	0	0	8	18
Engineering																		
Chemical & Biomedical	0	0	0	0	2	0	0	0	0	0	0	0	4	0	0	0	6	0
Civil & Environmental	0	1	3	2	0	0	0	0	2	0	0	0	6	2	0	0	11	5
Computer Science & Engineering	0	0	0	0	2	0	0	0	2	0	0	0	3	0	0	0	7	0
Electrical	0	0	0	0	5	2	0	0	1	0	0	0	10	0	0	0	16	2
Marine Science	0	0	0	1	1	0	0	0	2	0	0	0	11	2	0	0	14	3
The Arts																		
School of Architecture & Community Design	1	0	0	0	0	0	0	0	0	0	0	0	5	1	0	0	6	1
School of Music	0	0	0	0	1	1	0	0	0	0	0	0	12	3	0	0	13	4
School of Theatre & Dance	0	1	0	0	0	0	0	0	0	1	0	0	3	1	0	0	3	3
USF Libraries																		
Academic Services	0	0	0	0	0	0	0	0	0	0	0	0	2	3	0	0	2	3
Special Collections	0	0	0	0	0	0	0	0	0	0	0	0	2	3	0	0	2	3
Morsani College of Medicine																		
Cardiovascular Sciences	0	0	0	0	0	0	0	0	0	0	0	0	2	1	0	0	2	1
Internal Medicine	0	0	0	0	0	0	0	0	0	0	0	0	6	1	0	0	6	1
Molecular Medicine	0	0	0	0	1	0	0	0	0	0	0	0	2	2	0	0	3	2
Molecular Pharmacology and Physiology	0	0	0	0	1	1	0	0	1	0	0	0	3	1	0	0	5	2
Neurology	0	0	0	0	0	0	0	0	0	0	0	0	2	1	0	0	2	1
Obstetrics & Gynecology	0	0	0	0	0	0	0	0	0	0	0	0	6	3	0	0	6	3
Oncologic Sciences	0	0	0	0	2	0	0	0	0	0	0	0	6	6	0	0	8	6
Opthalmology	0	0	0	0	0	0	0	0	1	0	0	0	2	0	0	0	3	0
Otolaryngology	0	0	0	0	1	0	0	0	0	0	0	0	2	0	0	0	3	0
Pathology and Cell Biology	0	0	0	0	1	0	0	0	0	0	0	0	2	2	0	0	3	2
Pediatrics	0	0	0	0	0	0	0	0	1	0	0	0	3	5	0	0	4	5
Psychiatry and Behavioral Neurosciences	0	0	0	0	0	0	0	0	1	0	0	0	0	2	0	0	1	2
Surgery	1	0	0	0	0	0	0	0	0	0	0	0	5	0	0	0	6	0

Nursing	0	0	0	0	1	0	0	0	0	1	0	0	1	11	0	0	2	12
Pharmacy																		
Pharmaceutical Sciences	0	0	0	0	2	1	0	0	0	0	0	0	0	0	0	0	2	1
Pharmacotherapeutics and Clinical Research	0	1	0	0	0	0	0	0	0	0	0	0	0	3	0	0	0	4
Public Health																		
Environmental & Occupational Health	1	0	0	0	0	0	0	0	0	0	0	0	6	1	0	0	7	1
Epidemiology & Biostatistics	1	0	0	0	1	0	0	0	0	0	0	0	1	1	0	0	3	1
Global Health	0	0	0	0	0	0	0	0	1	0	0	0	3	0	0	0	4	0
Health Policy & Management	0	0	0	0	0	0	0	0	0	0	0	0	2	1	0	0	2	1

USF St. Petersburg

Type of Committee (Served)	Black or African American		American Indian/ Alaskan Native		Asian		Native Hawaiian or Other Pacific Islander		Hispanic		Two or More Races		White		Other, Not Reported		Total including Other, Not Reported	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
University Committee													4	1			4	1
College of Arts & Sciences													1	2			1	2
College of Business					1					1			5				6	1
College of Education		1											3	1			3	2

Faculty members on tenure and promotion committees represent the diversity of our faculty. Our faculty continues to become more diverse as we grow and utilize intentional strategies as mentioned in other sections of this report. Information regarding Promotion and Tenure committee composition within the tenure process can be seen in the above chart.

USF Sarasota-Manatee

Table 1c: Promotion and Tenure Committee Composition, AY 2016-17																		
Type of Committee	Black or African American		American Indian/Alaskan Native		Asian		Native Hawaiian or Other Pacific Islander		Hispanic		Two or More Races		White		Other, Not Reported		Total including Other, Not Reported	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
University Committee	1				1								3	3			5	3
College of Liberal Arts & Social Sciences																	0	0
College of Business																	0	0
College of Science & Mathematics	1					1							1	2			2	3
College of Hospitality & Tourism Management													1	1			1	1

USF Sarasota-Manatee has only about one-fourth of its faculty in tenured and tenure-earning positions. The make-up of the committee reflects the racial/ethnic and gender diversity of the tenured faculty.

PART IX. Other Requirements

A. The Budget Plan

USF Equity Accountability Budget Incentive Plan

Program	Program Goals /Strategies	2015-2016 Allocations
I) Outreach Recruitment of Female and Minority Employees for EAP Positions	Posting of vacancy announcements, publication of display and feature advertisements in female and minority-oriented media	$ 35,165
II) Salary Counter Offers and Preventive Offers	Retention of qualified under-represented faculty members and administrators through salary preventive offers and counter offers	$ 15,052
III) Internal and External Market Equity Program	Adjust salaries of employees in light of salary compressions and comparisons of salaries of similarly situated employees	$ 328,340
IV) McKnight Fellows to support Long-Term Recruitment	Participate in Annual Conference organized by Florida Education Fund; provide funds to support studies of 23 McKnight Fellows at USF	$ 99,469
V) Employee Tuition Program (HR)	Facilitate professional development and upward mobility of USF employees through educational leave and tuition reimbursement (women and minorities)	$ 1,813,983
VI) Target of Opportunity Program	Increase the number of faculty in underutilized disciplines through direct or spousal hires	$ 0
Total		$ 2,292,009

B. President's Evaluation

Each university President shall be evaluated on the results of the Florida Equity Reports. The President's performance is evaluated annually consistent with the provisions of her employment contract and Section 1012.95(3) (b) Florida Statutes.

The process for evaluating the President's progress towards equity and diversity goals begins with the President's self- evaluation of her annual goals submitted to the BOT Chair. Thereafter, an evaluation is conducted by the Board of Trustees Governance Committee and the results are presented in a public meeting of the Board. The BOT Governance Committee, the Board Chair and the full Board completed the President's 2016-17 evaluation at their December 14, 2017 meeting. The evaluation and self-assessment is available on the BOT website.

Below is the link to the BOT website where the document for the President's evaluation is located: http://www.usf.edu/system/board-of-trustees/bot-meeting-archives.aspx.

In sum, the assessment was excellent performance "exceeds expectations in majority of areas" based on the goals established by the USF Board of Trustees Chair, BOT Governance Committee and the President. The Board Chair stated "he consulted with many key external stakeholders such as BOG Chair Tom Kuntz, Chancellor Marshall Criser, as well as many local and state leaders."

The Vice Chair highlighted several areas of strength including leadership, strategic direction of USF, talent – as it relates to faculty, staff and administration, USF's brand and reputation, and peer performance. A few highlights included USF Tampa ranked #6 in the country and #1 in the state of Florida to eliminate the achievement gap of African American students by the Educational Trust; the USF System was named the #1 producing institution in the US for Fulbright Scholars. USF received attention for extraordinary record breaking numbers for Total Research Expenditures; surpassed its $1 billion fundraising goal; and was in the top tier for SUS performance based funding. Most importantly, USF Tampa achieved 11 of the 12 metrics for preeminence and should be designated during the next legislative session.

Trustees also commented that under President Genshaft's leadership, the USF System continues to move in the right direction and that she is always promoting USF. Trustees expressed pride in working with the President and acknowledged her great leadership for students, faculty and staff. Chair Lamb also shared that the President has many supporters in the community and received extremely positive input from community leaders including major donors, alumni, and city officials as well as business leaders within the region. The President was awarded 96% for performance.

C. Top Administrators' Evaluations.

Top administrators have equity accomplishments evaluated in their annual performance appraisals. The President evaluates each senior vice president in achieving goals consistent with the intent of Section 1012.95, F.S. The President's evaluation of the Sr. Vice Presidents that report to her is summarized as follows:

- Executive Vice President and Provost: sustained performance
- Chief Operating Officer: sustained performance
- Sr. Vice President USF Health: sustained performance
- Sr. VP for Research: sustained performance
- Sr. VP University Advancement: sustained performance
- Sr. VP for USF System Strategic Development: no longer employed at USF and dissolved position
- Regional Chancellor USF St. Petersburg: evaluation did not occur due to RC being let go and evaluation did not occur
- Regional Chancellor USF Sarasota-Manatee: evaluation did not occur due to RC resigning; interim was in place at the time

Appendices

Appendix A
2018 Equity Report Contributors

Our special thanks to the following individuals for their contribution to this report:

Dr. Devona F. Pierre, Office of Diversity, Inclusion, and Equal Opportunity
Dr. Valeria Garcia, Office of Decision Support USF Tampa
Dr. Shabnam Mehra, Office of Decision Support USF Tampa
Ramya Thiagarajan, Office of Decision Support USF Tampa
Dr. Martin Tadlock, USF St. Petersburg
Dr. Olufunke Fontenot, USF St. Petersburg
Dr. Karen A. Holbrook, Regional Chancellor USF Sarasota-Manatee
Dr. Bonnie Jones, USF Sarasota-Manatee
Dr. Paul Dosal, Student Affairs and Student Success USF Tampa
Carmen Goldsmith, USF Tampa Division of Student Affairs and Student Success
Dr. Dwayne Smith, Office of the Provost USF Tampa
Marquita Armstead, Intercollegiate Athletics USF Tampa
Dr. Gretchen Koehler, USF Health Tampa
Dr. Cindy Visot, Office of the System President

Appendix B

2018 FLORIDA EQUITY REPORT GUIDELINES
Enrollment, Sex Equity in Athletics, and Employment

The annual Florida Equity Report from each state public university must include information on the institution's progress in implementing strategic initiatives and performance related to equity and access as they pertain to academic services, programs, and student enrollment; equity in athletics; and employment as required by Regulation 2.003 Equity and Access. The Enrollment and Employment reports focus on women and members of specified race/ethnic protected classes: (1) prior to Summer 2010, the classes were Black (B), non-Hispanic; Hispanic (H); Asian/Pacific Islander (A/PI); and American Indian/Alaska Native (AI/AN) and (2) beginning Summer 2010, the classes were Black or African American (B); Hispanic (H); Asian (A); Native Hawaiian or Other Pacific Islander (NH/OPI); American Indian/Alaska Native (AI/AN); and Two or More Races (≥ Two). [1] These guidelines represent elements of the reports that must be completed, at a minimum. Each university is expected to utilize whatever additional measurements and goals needed to describe progress to achieve equity.

COVER - See and complete TAB 1.

A. Certification of Annual Approval Date by the University's Governing Board (or Designee). Provide the date and format for the governing board (or designee) approval.[2] Date certification may be in the form of written confirmation from the equity officer following the governing board's approval vote or following written approval by the governing board's designee.[3] The signature of the university President is required, serving as approval of report results and plans.

B. Following the cover, you may include a Table of Contents.

PART I. Executive Summary and/or Description of Plan Development – No TAB.

The Executive Summary should be 3-5 pages in length and provide highlights of progress your institution is making on the equity plans designed for Academic Programs, Gender Equity in Athletics, Employment, Promotion & Tenure, and Other Requirements.

A. In the Description of Plan Development, describe the process used to prepare the reports. Include in this narrative as applicable: discussions with responsible administrators, feedback from reviewing committees, sources utilized for data, or other appropriate components.
B. In the summary of institutional progress, include examples of goals met or unmet; initiatives & achievements; and best practices (successful/innovative programming) for the areas of: Student Enrollment/Retention/Graduation; Faculty and Administrative employment; and Athletics.
C. Budget Plan:
    a. In a concise summary describe how the university deployed its resources to accomplish Employment Equity goals.
    b. Include the actual budget allocation for 2016-2017.

The Board office will use the information in each institution's executive summary and data tables, to compose a consolidated SUS system-wide equity report.

PART II. Review of Policies and Procedures – See and complete TAB 2.

A. Review of Policies and Procedures. Identify updated/new policies and procedures that are specifically formulated to ensure equity. Annually update the webpage links or provide copies of policies that relate to equity.

B. Include Documentation of Non-Discrimination Policy. Reprint in each annual document a copy of the policy adopted by the governing board. Note the date of original approval. Include in this narrative procedures to notify campus affiliates and non-affiliates about the policy and the procedures for accessing it.

PART III. Academic Program Reviews – See and complete TAB 3.

A. In the Academic Program Reviews section, as many as eight (8) areas of review are required of each university with programs at the specified levels. These annual analyses display enrollment at these eight levels for the protected class students (Female and the applicable protected class race/ethnic codes).[4] In addition, they display the official total including white, non-resident alien, and not reported.[5] Universities not offering programs at one or more levels should key the charts with zeroes to present a complete report. Measures of equity in TAB 3 with charts are:

Chart 1. First Time in College Enrollment, Previous Academic Year (AY)
Chart 2. Florida State College System A.A. Transfers, Previous AY
Chart 3. Retention of Full-time FTICs Entering Previous AY, After One Year
Chart 4. Graduation Rate of Full-Time FTICs After Six Years
Chart 5. Bachelor's Degrees Awarded, Previous AY
Chart 6. Master's Degrees Awarded, Previous AY
Chart 7. Doctoral Degrees Awarded, Previous AY
Chart 8. First Professional Degrees Awarded, Previous AY

B. An analysis of the information on each chart shall be prepared annually by each university using the results of TAB 3, Charts 1-8. Include in this narrative an identification of the standard for disproportionate enrollment or identification of an area for improvement. Each university shall report its definition of "disproportionate" or "area for improvement" for each level, Charts 1-8, offered at that institution.

Examples of definitions to identify disproportion include "the 80% rule," standard deviations, or other appropriate measures. A university might identify an "area for improvement" as "retention of [specific protected class] at a rate equal to least 80% of the highest retention rate."

Another example of goals set for improvement might be "increase by 0.2% per year" or "admission of protected class students at a rate exceeding representation in the national pool of Bachelor's degree recipients from doctoral-granting universities in the prior data year."

C. Using its own definition, each university shall identify areas for improvement in a period no longer than three years for each chart that is pertinent in TAB 3. This narrative section shall include goals established and the programs and timeline to achieve the goals.

D. Student Services require periodic review by the institution to determine compliance with equity laws and regulations. Non-discrimination on the basis of race, color, national origin, sex, religion, age, disability, marital status, veteran status or any other basis protected by law is required. Those services include:

1. Academic Advising
2. Admission to Academic Program[6]
3. Health Services
4. Club and Intramural Athletics (report on sex equity only)[7]
5. Student Financial Assistance
6. Housing
7. Student Employment
8. Educational and Work Environment
9. Personnel

Each university shall design and conduct a review of the Student Service areas listed in 1-9 above. The review shall take the form of a self-assessment and may follow models established under other laws, guidelines, or requirements. Such models may include appropriate reviews performed as part of a Title IX update, annual reporting process or institutional effectiveness assessment.

The report of this procedural review shall, at a minimum, include the website address(es) used, titles of documents used, and statement of results of the area reviews. Copies of documents are to be maintained by each university.

E. Each university shall evaluate the university's overall effectiveness in enrollment equity in the reporting year. Consider accolades (such as Diverse magazine's reporting of top minority degree producers), statistical achievement, climate surveys and other documentation to be added. Identify areas for improvement in the following year and the programs and timetable to achieve the improvement.

PART IV. Gender Equity in Intercollegiate Athletics – See and complete TAB 4.

This report responds to requirements of paragraph (4) of Regulation 2.003 dealing with equity in intercollegiate athletics. Each university is required to develop a plan for sex equity in athletics. The plan must include consideration of sex equity in the areas listed below.

A. Each university shall prepare an annual update to the Florida Equity Report related to sex equity in intercollegiate athletics. The university shall include a description of the findings followed by an assessment of equity. Those results shall be summarized on TAB 4, Chart 1. If areas for improvement are identified, the programs and timetable for achieving improvement shall be specified. The following eleven (11) areas are required in the assessment:

1. Sports offerings
2. Participation rates, by sex, compared with full-time undergraduate enrollment by sex
3. Availability of facilities, defined as locker room, practice and competitive facilities
4. Scholarship offerings for athletes
5. Funds allocated for:
    a) The Athletic Program as a Whole
    b) Administration

c) Travel and Per Diem Allowances
d) Recruitment
e) Comparable Coaching
f) Publicity and Promotion
g) Other Support Costs

6. Provision of equipment and supplies
7. Scheduling of games and practice times
8. Opportunities to receive tutoring
9. Compensation of coaches and tutors
10. Medical and training services
11. Housing and dining facilities and services

B. Each university shall identify areas for improvement from the previous year's update which included a timetable for improvement in this data year. Each university shall specify the extent to which those sex equity goals have been accomplished. Provide the information requested in TAB 4, Chart 2.

Each university shall evaluate the effectiveness of the university's programs in sex equity in athletics in the reporting year. Consider accolades, statistical achievement, climate surveys, correction of areas for improvement for prior years, and other documentation to be added. Identify areas for improvement in the following year and the programs and timetable to achieve the improvement.

C. Following Chart 2, each university shall check one basis below for assuring that it is in compliance with the Florida Equity Report:

___ accommodation of interests and abilities
___ substantial proportionality
___ history and practice of expansion of sports

If no basis is checked, a priority plan for compliance by September 1 of the reporting year shall be included in this report.

The annual review of compliance may be satisfied by processes implemented under other laws, guidelines, or requirements. Those might include campus Title IX reviews, the NCAA recertification process, analysis of the EADA, and other standard reports. The report of this procedural review shall include the website address(es) used and titles of documents used to assess compliance in each of the areas. Copies are to be maintained by each university.

PART V. Employment Representation – See and complete TAB 5.

The guidelines for the employment section of the Florida Equity Report measure achievement of remedying underutilization of women and minorities, as applicable, in senior-level administrative positions and by faculty rank and/or tenure status. The guidelines for this section may be fulfilled by appropriate analyses completed for university Affirmative Action Plans or other required reports.

The basis for the employment data is the IPEDS Fall Staff report completed annually by each university with data captured in October, final version prepared mid-January.

Complete Charts 1 – 4 of TAB 5. Each university shall report race and sex representation within:

1. Category Representation: Tenured instructional faculty
2. Category Representation: Tenure-track instructional faculty
3. Category Representation: Faculty not on tenure track instructional or faculty employed at a non-tenure-granting university
4. Category Representation: Management Occupations

(NOTE: IPEDS replaced the Executive/Administrative/Managerial grouping with Management Occupations in fall 2012.)

Comparison over a five-year period is used as the baseline for evaluating effective (long term) improvement. For the reports due in September 2016, the IPEDS Fall Staff 2015 report will be used. It should be compared with the IPEDS Fall Staff 2014 and 2010 reports. Due to the change in IPEDS race/ethnicity codes, percent change data will not be provided for the following: (1) Asian for 2006 to 2011, (2) Asian/Pacific Islander for 2006 to 2011, (3) Asian/Pacific Islander for 2010 to 2011, (4) Native Hawaiian or Other Pacific Islander for 2006 to 2011, and (5) Two or more races: 2006 to 2011.

Using all information, evaluate the effectiveness of the university's programs in employment equity this reporting year. Consider accolades, statistical achievement, climate surveys, and other documentation.

PART VI. Areas of Improvement/Achievement – See and complete TAB 6.

Each university shall establish areas of improvement, at a minimum, for the following three components: (1) Academic services, programs, and student enrollment; (2) sex equity in athletics; and (3) employment. The areas of improvement established during the current year will be reported in the left-hand section of the Charts entitled "Areas of Improvement Pertaining to "X" Identified in the September 2015 Report." Progress on the "Areas for Improvement" established in the prior year will be reported in the right-hand section of the Charts entitled, "Achievement Report for Areas of Improvement Pertaining to "X" Identified in Previous Report, June 2014."

A. Each university shall describe strategies used to address areas for improvement that were identified using comparable national standards. These may include targeted application of funding outlined in the budget plan required by paragraph (7) of Regulation 2.003 or programs listed in such documents as the Affirmative Action Plan, Institutional Effectiveness Plan, or Strategic Plan.

B. Each university's report should identify programmatic descriptions and the designated measure of effectiveness to be evaluated in Part VI describing annual improvements and achievements from the previous year and include this information on the "Achievement Report, June 2013" if the area of improvement is more than one year old. New areas for improvement for the current report should be included in the report, but achievements on current year areas of improvements will not be addressed until the next year's report.

PART VII. Protected-class Representation in the Tenure Process – See and complete TAB 7.

Representation of females and protected class minorities within the tenure process at each stage shall be documented. Each university is required to address: (1) disparities identified from comparing protected- class success rates to the success rates for the majority race, and (2) disparities identified from comparing the success rates of females to the success rate of males. Include in the narrative a description of the university's guidelines for equitable assignments for instructional faculty.

PART VIII. Promotion and Tenure Committee Composition – See and complete TAB 8.

Each university is required to report the racial and sex composition of committees reviewing recommendations at each transaction level.

PART IX. Other Requirements No
TAB.

A. The Budget Plan required by paragraph (7) of Regulation 2.003 is designed to accomplish Employment Equity goals. Describe how the university deployed its resources to do so. Link the results to a discussion of goals achieved and areas for improvement. Establish timetables for achieving selected goals the following year.

B. P resident's Evaluation. Each university President may be evaluated on the results of the Florida Equity Reports. Describe the process at the university for accomplishing this evaluation, if required, as well as this year's results.

C. Top Administrators' Evaluations. Top administrators may have equity accomplishments evaluated in their annual performance appraisals. Describe the process at the university for accomplishing these evaluations, if required, as well as this year's results.

Equity Report
2017-18: *Highlights*

Presented to:

USF Academic & Campus Environment Committee

August 27, 2018

Haywood L. Brown, M.D., Vice President of Diversity, Inclusion, & Equal Opportunity

Cecil Howard, J.D., Associate Vice President of Diversity, Inclusion, & Equal Opportunity

USF UNIVERSITY OF SOUTH FLORIDA SYSTEM

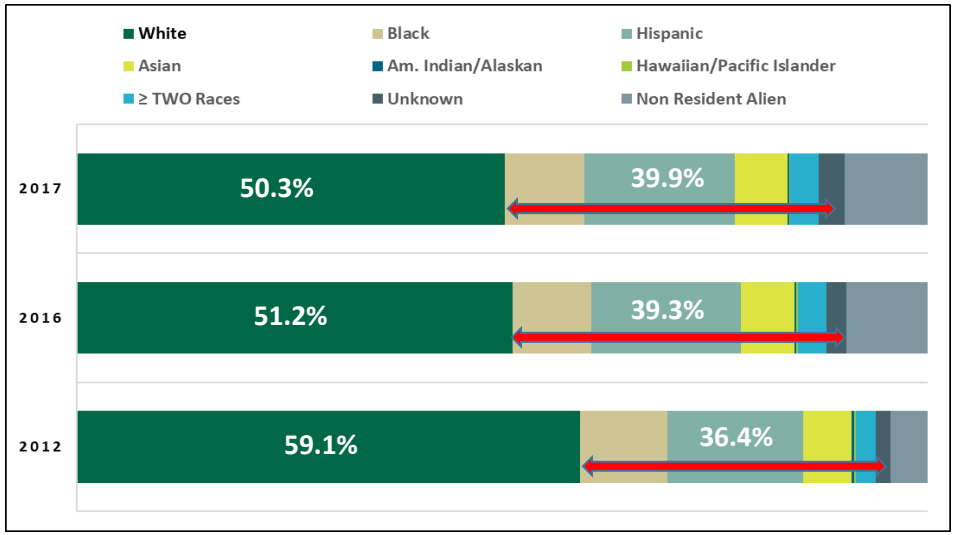
Background

- Annual Report to the State University System of Florida's Board of Governors re:
  - Progress in implementing strategic initiatives and performance related to equity and access for students, athletics, and employment. (SUS BOG Regulation 2.003; USF System Policy 0.007)

- Equity Report enrollment and employment data focuses on women and members of specified race/ethnic classes:
  - Black or African American (B); Hispanic (H); Asian (A); Native Hawaiian or Other Pacific Islander (NH/OPI); American Indian/Alaska Native (AI/AN); and, Two or More Races (≥ Two).

Student Enrollment

USF System (Fall Race & Ethnicity, IPEDS)



Institutions (Fall 2017 Race, Ethnicity, Gender; IPEDS)

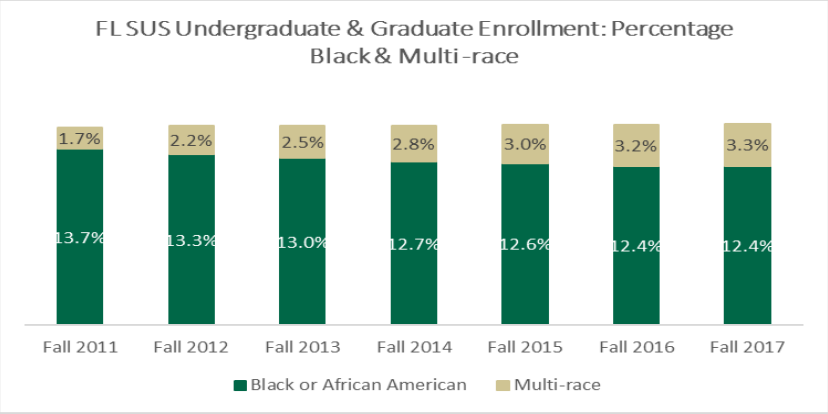
	USF Tampa	USFSP	USFSM
White	47.9%	64.1%	68.8%
Black	9.8%	8.2%	5.5%
Hispanic	17.8%	16.4%	15.5%
Asian	6.7%	3.2%	2.6%
AI/AN	0.2%	0.3%	0.4%
NH/OPI	0.2%	0.1%	0.0%
≥ TWO Races	3.4%	3.9%	2.6%
Unknown	3.0%	3.0%	2.4%
NRA	11.1%	0.8%	2.3%
Percentage Female	54.6%	62.8%	61.4%

Fall 2017 Enrollments	White	Black	Hispanic	Asian	AI/AN	NH/OPI	≥ TWO Races	Unknown	NRA	Percent Female
Undergraduate	51.0%	10.0%	19.9%	6.2%	0.2%	0.2%	4.0%	2.8%	5.8%	57.1%
Graduate	49.3%	8.1%	10.7%	5.8%	0.2%	0.1%	1.9%	3.4%	20.5%	57.6%

See Equity Report Part III, Tables 1 & 2 for FTIC & Transfer Student enrollment data

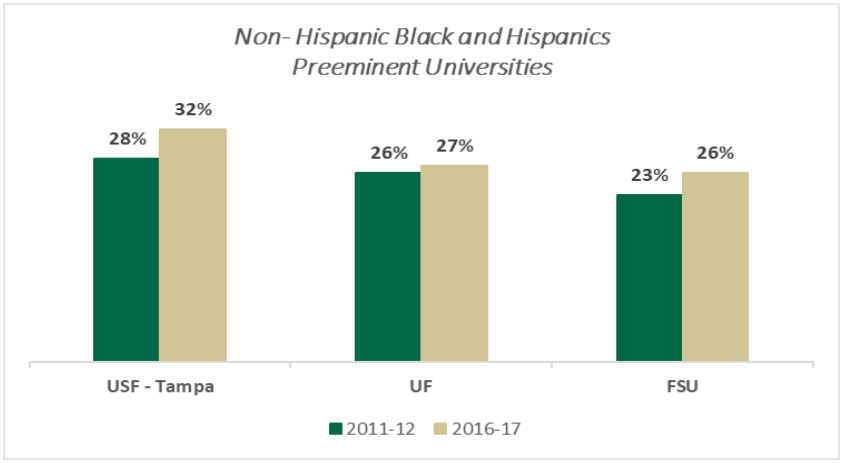
Student Enrollment & Success: SUS Comparisons

Enrollments



USF System			
Year	Black	Multi-Race	TOTAL
2012	10.2%	2.3%	12.5%
2017	9.4%	3.4%	12.8%
Change	**-0.8%**	**1.1%**	**0.3%**

Undergraduate Degrees Awarded
(Percentage of Total)

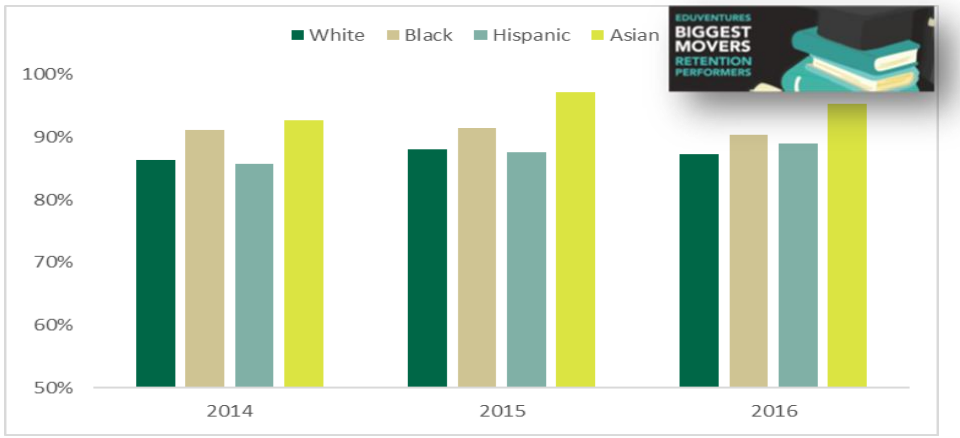


Source: SUS FL BOG
USF System Office of Decision Support

Student Success (Undergraduate; USF System)

Retention Rate (Fall Race & Ethnicity, F/T FTIC; IPEDS)

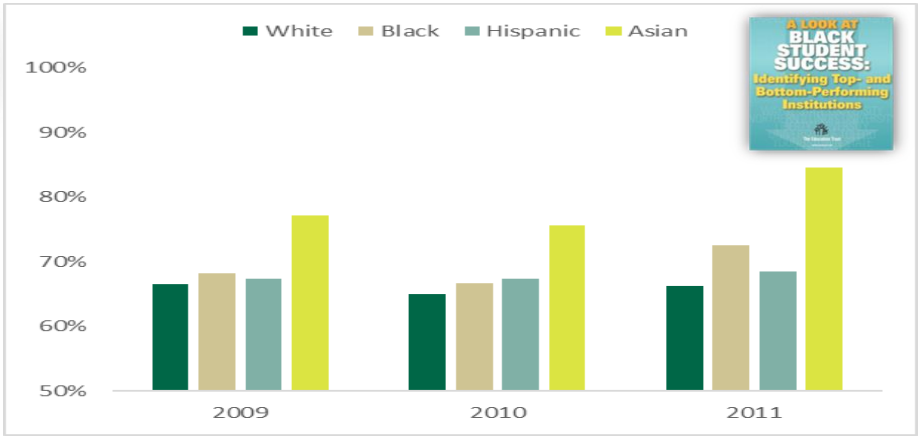
Cohort	White	Black	Hispanic	Asian	Am. Indian/ Alaskan	Hawaiian/Pacific Islander	≥ TWO Races	Unknown	Non Resident Alien	1yr Retention Rate
2016	87.3%	90.3%	89.0%	95.3%	100.0%	71.4%	86.3%	89.8%	90.7%	89%
2015	88.0%	91.5%	87.6%	97.1%	66.7%	80.0%	82.3%	87.9%	90.8%	89%
2014	86.4%	91.2%	85.7%	92.7%	100.0%	90.0%	84.7%	93.0%	93.5%	87%



See Equity Report Part III,
Tables 3b – 3d for Retention of Full-Time FTIC, 2014,2015,2016 Cohorts, for individual intuition data, Race/Ethnicity and Gender.

Graduation Rate (6-yr; F/T FTIC; IPEDS)

Cohort	White	Black	Hispanic	Asian	Am. Indian/ Alaskan	Hawaiian/ Pacific Islander	≥ TWO Races	Unknown	Non Resident Alien	FTIC 6-Yr Grad.Rate
2011	66.3%	72.6%	68.5%	84.6%	33.3%	100.0%	65.2%	66.7%	81.2%	69%
2010	65.0%	66.7%	67.4%	75.6%	58.3%	71.4%	66.3%	70.7%	74.6%	66%
2009	66.5%	68.2%	67.4%	77.1%	45.5%	77.1%	N/A	78.0%	82.6%	68%

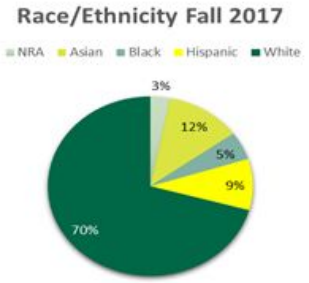


See Equity Report Part III,
Tables 4b – 4d for 6-yr Graduation Rates of Full-Time FTIC, 2009, 2010, 2011 Cohorts, for individual intuition data, Race/Ethnicity and Gender.

Employment Highlights: USF System

All USF System Faculty

Gender:
Men: 54%
Women: 46%



USF Tampa Rank re: 44 AAU and AAU Aspirant Institutions	
% Total Minority	12th
% Black	7th
% Hispanic	1st
% Asian	25th
% Women	5th
% Women with Tenure	14th
Source: IPEDS HR Fall 2016 Data	

See Equity Report Part V for detailed information.

New Hires to Key Leadership Positions

Haywood L. Brown, M.D.
Vice President of Diversity, Inclusion & Equal Opportunity

Olufunke A. Fontenot, Ph.D.
Interim Regional Vice Chancellor of Academic Affairs

Fai R. Howard
Assistant Dean
Undergraduate Studies

Melissa R. Irvin
Assistant Dean
Undergraduate Studies

Title IX: USF System Implementation

- Federally mandated training for Title IX staff, investigators, and key stakeholders provided annually by DIEO
- Title IX training required for all Responsible Employees (including faculty, staff, athletes, coaches, residential staff, teaching assistants, graduate assistants, etc.)
- New Student Orientation online module
- Regarding gender equity in Athletics, the USF System is in compliance on the basis of substantial proportionality
- File a complaint with DIEO at http://www.usf.edu/diversity/ or anonymously through Ethics Point at http://www.ethicspoint.com
- Title IX Conference February 8, 2019

Agenda Item: IV.a.

USF Board of Trustees
(September 4, 2018)

Issue: ACCT and CSIT TEAm Grant Status Report

Proposed action: Information Item

Executive Summary:

- Since June 2014 the University of South Florida has participated in two SUS BOG TEAm grants :
    - ACCT: An Innovative, Collaborative Approach to Increasing the Supply of Quality Accounting Graduates in Florida (USF (Tampa & St. Petersburg), FIU, and UCF) *($3,643,157)* – USF Lead
    - CSIT: An Urban University Coalition Response to Florida's Computer and Information Technology Workforce Needs (UCF, FIU, and USF (Tampa & St. Petersburg)) *($4,858,413)* – UCF Lead
- Annually TEAm grant performance is monitored by the SUS BOG, with the 2017-18 status report submitted in July 2018. In this information item, highlights are presented from Dean Moez Limayem, the Muma College of Business, USF Tampa; Dean Robert Bishop, College of Engineering, USF Tampa; Dean Sri Sundaram, the Kate Tiedemann College of Business, USFSP; and Dean Eric Eisenberg, College of Arts & Sciences, USF Tampa.

Financial Impact: ACCT grant funding received and fully expended: $1,121,777 (USF Tampa); $ 478,300 (USFSP); CSIT grant funding received and fully expended: USF Tampa: $1,425,309: USF St. Petersburg: $108,941.

Strategic Goal(s) Item Supports: USF Tampa Strategic Goal 1: Student Success; USFSP Strategic Goal 2: Student Success & Culture
Workgroup Review Date: ACE August 27, 2018
Supporting Documentation Online (*please circle*): **Yes** **No**
USF System or Institution specific: USF Tampa & USFSP
Prepared by: Theresa Chisolm, Ph.D., Vice Provost, Strategic Planning, Performance & Accountability, USF Tampa on behalf of Deans Limayem, Bishop, Sundaram & Eisenberg

TEAm Grant

(USF Tampa, USF St. Petersburg, FIU, UCF)

Annual Report Update to USF BOT ACE

August 17, 2018

CSIT

Robert Bishop, Ph.D.
Dean, College of Engineering, USF

Moez Limayem, Ph.D.
Dean, Muma College of Business, USF

Eric Eisenberg, Ph.D.
Dean, College of Arts & Sciences, USF

Sri Sundaram, DBA
Dean, Kate Tiedemann College of Business, USFSP

Accountancy

Moez Limayem, Ph.D.
Dean, Muma College of Business, USF

Sri Sundaram, DBA
Dean, Kate Tiedemann
College of Business, USFSP

USF
UNIVERSITY OF
SOUTH FLORIDA
SYSTEM

Background

- $15 million appropriated in 2013 by Florida State Legislature to "*pay down the gap in degree program areas whose graduates are in high-demand*."
- ACCT: *An Innovative, Collaborative Approach to Increasing the Supply of Quality Accounting Graduates in Florida* (USF Tampa, USF St. Petersburg (USFSP), FIU, UCF; Awarded $3,643,157 total in June 2014)
- CSIT*: *An Urban University Coalition Response to Florida's Computer & Information Technology Workforce Needs* (USF Tampa, USF St. Petersburg (USFSP), FIU, UCF; Awarded $4,858,413 total in June 2014)
- TEAm Grants monitored annually by BOG for: (a) Enrollments; (b) Numbers of Graduates; (c) Expenditures; (d) Graduate Outcomes: Employment & Salaries

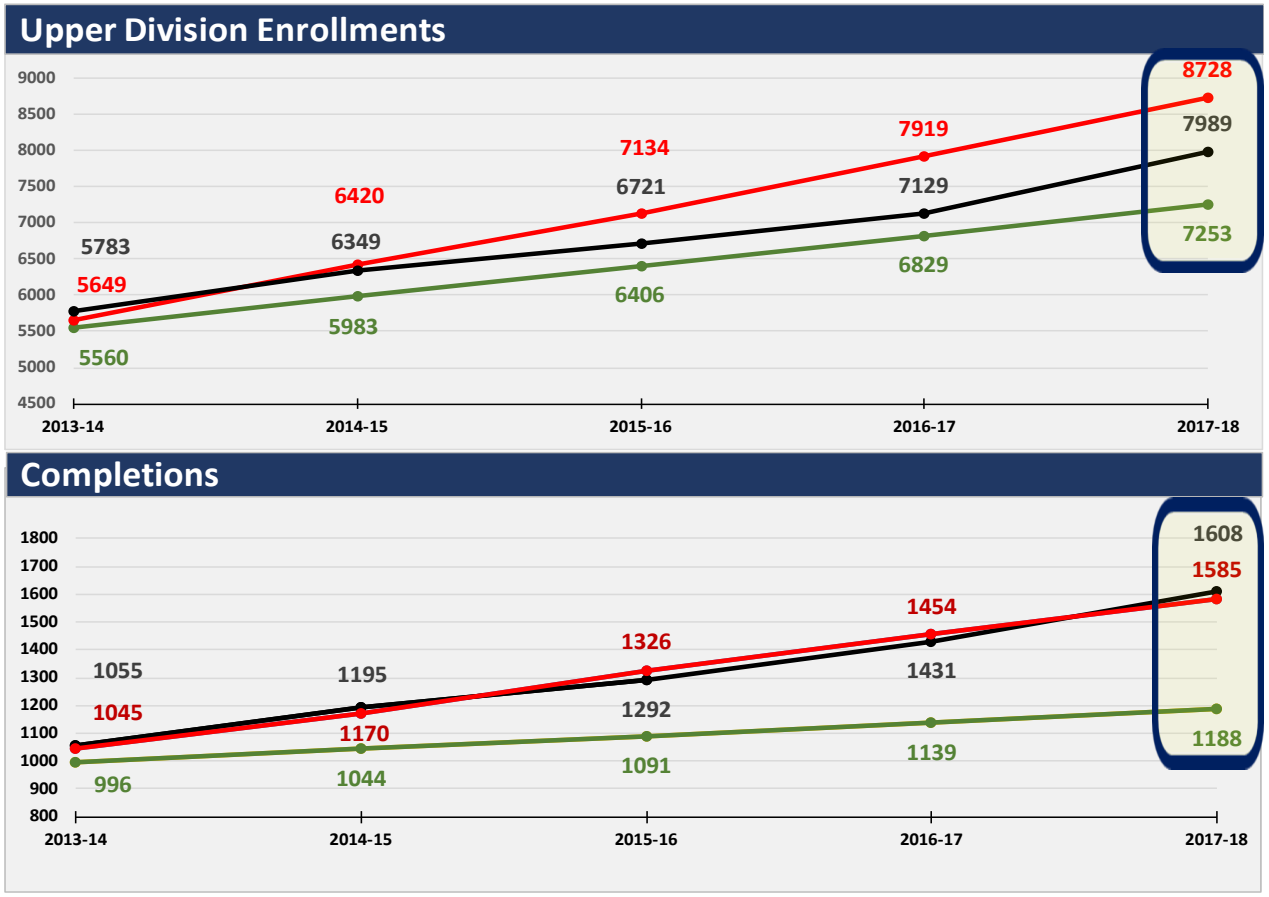
*CSIT consists of the following CIPs in the USF System:
110101 – Computer & Information Science (USF Tampa College of Engineering)
110103 – Information Technology (USF Tampa College of Engineering & College of Arts & Sciences)
140901 – Computer Engineering (USF Tampa College of Engineering)
521201 – Management Information Systems (USF Tampa College of Business & USFSP College of Business)

CSIT: Performance Against Goals (All Institutions)

Actual: Measured Performance

Projected: Performance without TEAm funding

Expected: Performance with TEAm funding



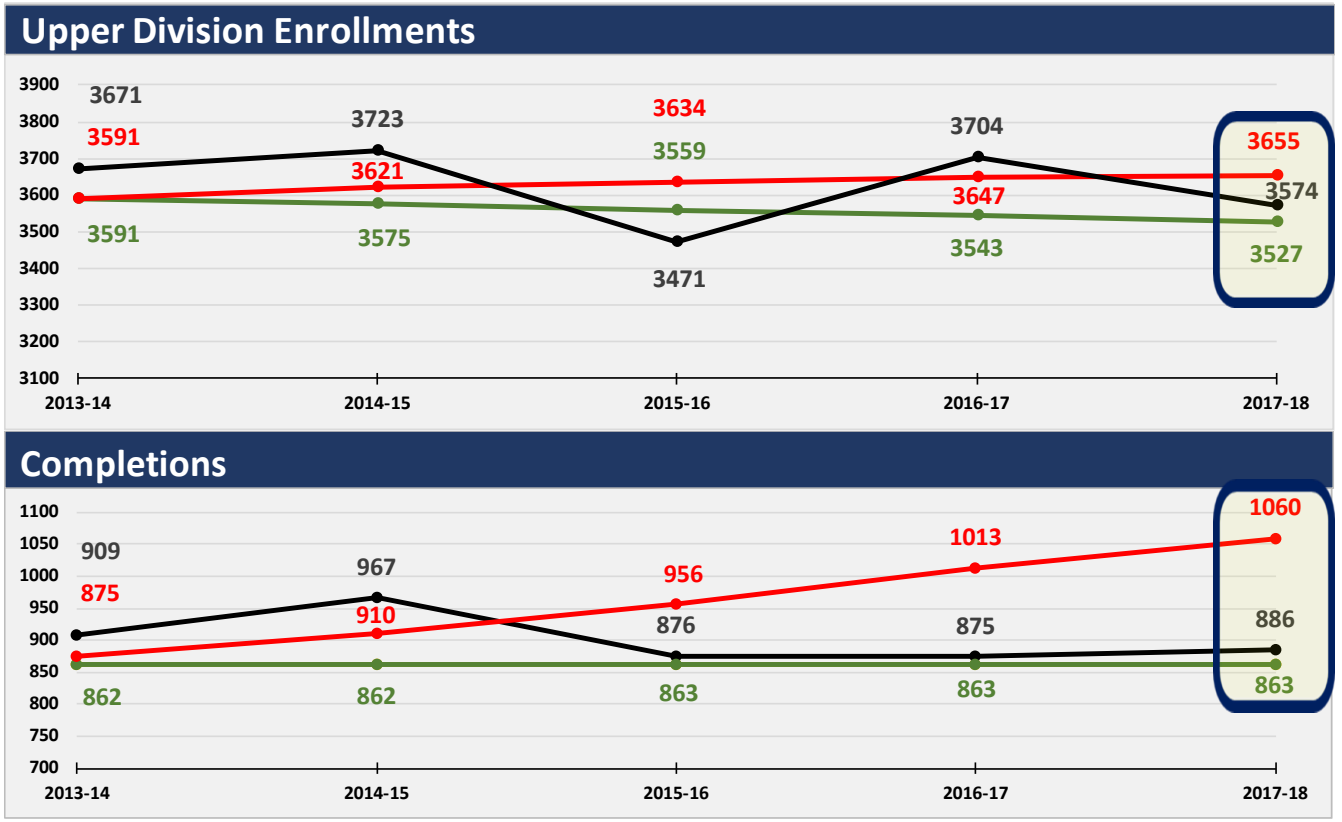
Year 1 to Year 5 Totals for All Institutions (% Actual to Target)		
Upper Division Enrollments	Actual	33971
	Expected	32031 (106%)
	Projected	35850 (95%)
Completions	Actual	6581
	Expected	5458 (121%)
	Projected	6580 (100%)

Accountancy: Performance Against Goals (All Institutions)

Actual: Measured Performance

Projected: Performance without TEAm funding

Expected: Performance with TEAm funding



Year 1 to Year 5 Totals for All Institutions (% Actual to Target)		
Upper Division Enrollments	Actual	18143
	Expected	17795 (102%)
	Projected	18148 (99.9%)
Completions	Actual	4513
	Expected	4313 (105%)
	Projected	4814 (94%)

State University System of Florida, Board of Governors

Targeted Educational Attainment (TEAm) Grant Initiative

July 2018 Reporting

University of Central Florida, University of South Florida, and Florida International University

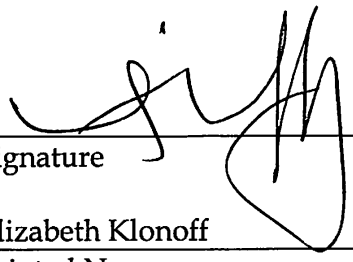
CSIT (UCF-USF-FIU) TEAm: An Urban University Coalition Response to Florida's Computer and Information Technology Workforce Needs

July 16, 2018

University of Central Florida

Provost Signature

This is to certify that I have reviewed the 2018 Annual Report of the CSIT (UCF-USF-FIU) Project associated with the Targeted Educational Attainment (TEAm) Grant Initiative.



Signature

Elizabeth Klonoff
Printed Name

Acting Provost, Vice President for Research and Dean, College of Graduate Studies
Title

University of Central Florida
Institution

7/10/18
Date

University of South Florida

Provost Signature

This is to certify that I have reviewed the 2018 Annual Report of the CSIT (UCF-USF-FIU) Project associated with the Targeted Educational Attainment (TEAm) Grant Initiative.

Signature

Ralph Wilcox
Printed Name

Provost and Executive Vice President
Title

University of South Florida
Institution

7/11/18
Date

Florida International University

Provost Signature

This is to certify that I have reviewed the 2018 Annual Report of the CSIT (UCF-USF-FIU) Project associated with the Targeted Educational Attainment (TEAm) Grant Initiative.

Signature

Kenneth G. Furton
Printed Name

Provost, Executive Vice President and Chief Operating Officer
Title

Florida International University
Institution

7/13/18
Date

4

State University System of Florida, Board of Governors

Targeted Educational Attainment (TEAm) Grant Initiative
July 2018 Reporting

Project Title: CSIT (UCF-USF-FIU) TEAm: An Urban University Coalition Response to Florida's Computer and Information Technology Workforce Needs

Lead University: University of Central Florida (UCF)

Partnering Institution(s): University of South Florida (USF) and Florida International University (FIU)

Lead University/Project Contact: UCF/Dr. Michael Georgiopoulos

In submitting this report for the Targeted Educational Attainment Grant Initiative, I attest that

1) the information presented in this report is accurate to the extent known, and
2) the courses and content delivery in the preceding period incorporated principles of universal design and were compliant with the American with Disabilities Act, Sections 504 and 508 of the Rehabilitation Act of 1973 and the Web Content Accessibility Guidelines.

Michael Georgiopoulos

Digitally signed by Michael Georgiopoulos
DN: cn=Michael Georgiopoulos, o=University of Central Florida, ou=College of Engineering and Computer Science, email=michaelg@ucf.edu, c=US
Date: 2018.07.15 13:40:38 -04'00'

Signature

Michael Georgiopoulos
Printed Name

Dean, College of Eng. & Comp. Science
Title

University of Central Florida
Institution

July 16, 2018
Date

Table of Contents

Executive Summary

Introduction

SECTION ONE: **Project Description**
Organizational Structure
Progress on Key Activities

SECTION TWO: **Performance Metrics**
Upper Division Enrollments
Bachelor's Degree Earners
Completion Rates
Completer Outcomes

SECTION THREE: **Budget Narrative**

SECTION FOUR: **Supplementary Information**
Connections with Business & Industry
Media & Events

SECTION FIVE: **Program Advancement**

Executive Summary

On March 20, 2014, UCF, USF, and FIU were awarded $4,858,413 of legislatively appropriated funds by the Board of Governors to pay down the gap in Information Technology, Computer Science, Computer Engineering, and Management Information Systems. The project, titled "CSIT (UCF-USF-FIU) TEAm" was one of four applications selected for funding under the Targeted Educational Attainment (TEAm) Grant Initiative.

Progress on Performance Metrics, July 2018 Submission

The number of upper division enrollments during the 2017-18 academic year is up 12.1% from the previous year. This falls short by 8.5% of the expected enrollment as provided in our application.

The number of bachelor's degrees earned during the 2017-18 academic year is up 12.6% from the previous year. This is 1.6% higher than the expected number of degrees earned as provided in our application.

Graduates answered a brief questionnaire regarding their post-college outcomes. Further information on those graduates who responded to the survey may be found in Section Two of this report under "Completer Outcomes."

In conclusion, the CSIT TEAm grant effort produced 70.1% more degrees in year 5 of the grant compared to the number of degrees produced in the baseline year, thus exceeding the exceptionally ambitious goal, promised at the grant application, of producing 67.4% more degrees in Year 5 of the grant compared to the baseline year. Furthermore, because of the great synergism between the three institutions we received an NSF $5M, 5-year (2016-2021) grant to increase the success of academically talented and financially needy students in the IT-related disciplines. The initial award for this grant totaled $4,858,413. Since the initial awarding of this grant, this partnership has expended a total of $4,858,413 (equivalent to 100%) of its available funding.

Introduction

This report provides an update on the progress being made on this TEAm Grant project. It is organized in five sections. The first section provides an overview of the project, its structure, progress being made on key activities, and lessons learned thus far in the process. The second section provides data on the outputs associated with the program including updates on enrollment trends, completion trends, graduation rates, and completer outcomes. The third section of the report provides a description of grant fund expenditures to date. The fourth section provides supplementary information about the project's impact on students, business and industry, and university operations. The fifth and last section identifies opportunities for program advancement and challenges resulting from participation in the TEAm Grant Initiative. The fifth section also provides a list of key outcomes and their expected sustainability at CSIT TEAm's participating institutions (UCF, FIU, and USF).

SECTION ONE: Project Description

1.A. Program Description

Note: this portion was taken verbatim out of the proposal write-up, which uses letters to identify tables. The rest of the interim report uses numerals to identify tables.

Inst.	College	Dept.	Program (Number of Credit hours)		CIP	Type
UCF	CECS	EECS-CS	Information Technology (120)		11.0103	Expansion
UCF	CECS	EECS-CS	Computer Science (120)		11.0101	Expansion
UCF	CECS	EECS-ECE	Computer Engineering (128)		14.0901	Expansion
FIU	CEC	SCIS	Computer Science (120)		11.0101	Expansion
FIU	CEC	SCIS	Information Technology (120)		11.0103	Expansion
FIU	CEC	ECE	Computer Engineering (128)		14.0901	Expansion
FIU	COBA	DSIS	Management & Information Systems (120)		52.1201	Expansion
USF	COE	CSE	Computer & Information Science (120)		11.0101	Expansion
USF	COE	CSE	Computer Engineering (128)		14.0901	Expansion
USF	COE CAS	ITD SI	Information Technology (120) Information Studies (120)		11.0103	Expansion
USF	COBA	ISDS	Management & Information Systems (120)		52.1201	Expansion

Table A. List of programs (with CIP codes) involved in the CSIT TEAm effort

Table A: The list of institutions, colleges, departments, programs (credit hours), program's CIP code and type of effort per program (expansion or new) involved in the CSIT effort. Acronym Designations: UCF (University of Central Florida), CECS (College of Engineering and Computer Science), EECS-CS (Electrical and Computer Engineering – Computer Science Division), EECS-ECE (Electrical Engineering and Computer Science – Electrical and Computing Engineering Division), CEC (College of Engineering and Computing), SCIS (School of Computing and Information Sciences), COBA (College of Business Administration), DSIS (Decision Sciences and Information Systems), COE (College of Engineering), CSE (Computer Science and Engineering), CAS (College of Arts and Sciences), ITD (Information Technology Division), SI (School of Information), ISDS (Information Systems and Decision Sciences).

This is a combined TEAm grant application effort, titled CSIT (UCF-USF-FIU) TEAm: An Urban University Coalition Response to Florida's Computer and Information Technology Workforce Needs, or briefly referred to as the CSIT effort. CSIT involves three urban

partner institutions from SUS (State University System), University of Central Florida (UCF), as the lead institution, Florida International University (FIU), and University of South Florida (USF), who offer degree programs in Information Technology, Computer Science, Computer Engineering, Management Information Systems and Information Studies. The three universities confer over 25,000 Bachelors annually, including nearly 1,000 in the targeted areas, and as documented in Section II.B, we are located in the urban areas that house the vast majority of technology related jobs, and account for 60% of the in-state job placement for these targeted areas and 72% of the placement for Information Technology majors. Our industrial partners, who have provided support letters in Section VII.F, span the range of Florida high-tech, and include names such as:

- IBM (who famously launched the PC from offices in Boca Raton),
- Citrix (a leading provider of cloud computing, with headquarters in Broward County),
- Ultimate Software (a leading provider of HR payroll systems, headquartered in Broward County),
- Kaseya (a leading provider of IT Automation Services, with a large presence in Dade County), Lockheed Martin (a leading defense company that supports an extensive internship program for UCF students),
- Harris Corporation (a company located at Melbourne with strong interests in antennas, communications, and space which hires a large number of UCF graduates on an annual basis),
- Siemens (an integrated technology company, located across the UCF campus, with strong electro-mechanical competency which supports UCF with millions of research dollars, offers internship opportunities to many students, and hires a good number of UCF graduates)),
- CAE USA (a global leader in modeling, simulation and training civil aviation and defense with over 400 employees in Tampa and about 90 hired from USF),
- Nielsen Company (a global information and measurement company that enables companies to understand consumers and consumer behavior with a large facility in Oldsmar, hiring an average of over 125 USF graduates per year across multiple discipline),
- CACI International (a federal contractor with a workforce of approximately 14,000 and annual sales nearing $4 billion with a strong presence in Tampa that hired dozens of USF graduates, per year, in the past few years),
- Raytheon (a major defense contractor with multiple sites in the St. Petersburg area, USF is the number twelve, nationwide, recruiting school for Raytheon with many graduates at local sites).

Partners such as Walt Disney World and Raymond James and Associates, and many others, frequently emphasize that Information Technology jobs are a necessary part of almost all large companies This demonstrated dominant impact of our programs in Florida's Information Technology-related fields implies that any feasible plan to dramatically increase the number of graduates who find in-state employment in Information Technology-related fields must involve this consortium of universities.

Table A lists the specific programs (11 CIP codes and 12 programs) from the three institutions that are involved in this effort. The only programs with different tracks from Table A's list are: (a) FIU's Computer Science program with a Computer Science (CS) track and a Software Design and Development (SDD) track, and (b) FIU's Information Technology program with a Regular track, a Software Major track, and a 30-credit BA (second major) track.

The many ways that the metropolitan partner universities have agreed to leverage their strengths (for more details see Section I.G) is the novel feature of the CSIT effort and has the potential to transform how education is delivered in the State of Florida. Our universities are similar in that they all have faculty engaged in significant research activity (the Computer Science and Computer Engineering departments received $22 million in funded research grants in 2012-2013, and boast many NSF CAREER Award winners and numerous Professional Society Fellows), but nonetheless undergraduate courses are taught by predominantly full time faculty or industry experts, rather than graduate students. They are unique in that as a result of the broadness of the computing and technology fields, each university has singular areas of expertise. As described in more detail in various sections, the universities will pool resources to offer electives to each other using online education in a manner that takes advantage of each university's faculty specialties in areas such as cloud computing, data mining, data analytics, robotics, game programming, high performance computing, computer security, and others. In doing so, our students will benefit by having a "virtual" super-university with faculty expertise that is much larger than any single SUS university. We will also collaborate on pooling job fairs and co-op opportunities. By making use of summer offerings and streamlining course coordination and transfer credits, we will afford students the opportunity to take summer courses more easily while they are working as summer interns, even if they are in a partner city. Our increased summer offerings will also be sustainable in that no new space is needed to increase capacity during summers, since universities are underutilized in summer, and will also allow students to graduate more quickly. Although our curriculum naturally provides students with the essential skills in programming, networks, security, and databases that are associated with several popular

industry certifications, we will partner on creating for-credit courses that target additional certifications. The partners are committed to their collaborations and are providing a comprehensive management plan with metrics that rely on broad faculty participation.

CSIT is promising a 67% increase of degrees in the computer-related fields by 2017-2018. To attain this promise, the partnering institutions will use the BOG funding—and the committed sustained funding—to support additional faculty hires, adjunct hires, course facilitators, teaching assistants, and undergraduate advisors that will be essential to handle the dramatic expected increase in the undergraduate population. For instance, we will add teaching assistants with breakout sections to provide additional support in the second programming courses, addressing a common roadblock for our students. We will build on successful initiatives that have been used elsewhere in the partner universities, with one example being the creation of the "Computer Science Mastery Lab" at FIU that mirrors the successful "Math Mastery Lab", and for which FIU has received a university commitment of 3,900 square feet of space. The increased advising support builds on the successful "Graduation Success Initiative" models at both FIU and UCF; the FIU model has led to an 8% increase in the overall FIU 6-year FTIC graduation rate in the last two years.

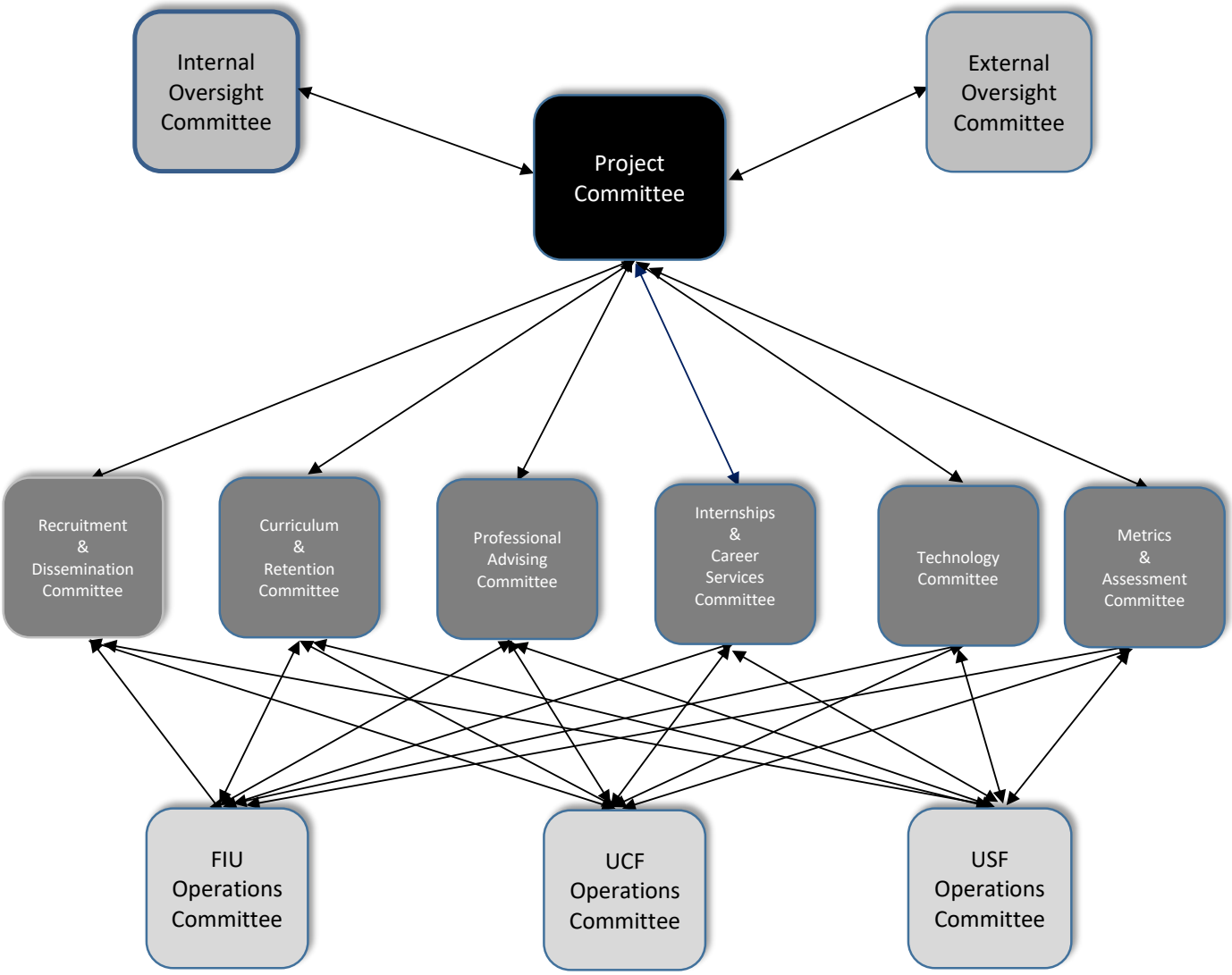
The significant promised increase in degrees (**67% increase in degrees by 2017-2018**) is a bold and a challenging initiative but one that carefully focuses on the goal of this TEAm grant effort to significantly reduce the workforce gap in the computer-related fields. Absent significant funding, it is unlikely that we can have any significant increase at all, since students are being denied admission to our programs, or simply finding that the courses they need to graduate are at capacity. Measured against 67% of the existing budgets of our programs, the incremental funding provided by the TEAm grant is proportionally small, and thus the **Return on Investment (ROI) of the CSIT effort** is, in our opinion, **exceptional**.

The three institutions (FIU, UCF, FSU) are committing funds for the sustainability of the CSIT effort in Years 3, 4 and 5 of the project. More details about the Project's sustainability in Years 3, 4 and 5 were given in Appendix B (Budget Narrative) of our grant application.

Organizational Structure

The Internal Oversight Committee consists of the deans and the Provosts from the participating institutions (FIU, UCF, and USF). The External Oversight Committee

consists of select industry and other appropriate organizations (government, academia) representatives. The Project Committee consisting of all Associate deans and chairs of the computer-related disciplines from the three institutions reports the project's progress to the Internal and External Oversight Committees. The Project Committee also has as a member the Director of the Project, who oversees all aspects of the project. The Director of the Project participates as an ex-officio member in all the project's committees. The Project Committee meets monthly and is apprised of the project's progress from each of the chairs of the super-committees (Recruitment & Dissemination, Curriculum and Retention, Professional Advising, Internships and Career Services, Technology, Metrics and Assessment). Each super-committee consists of an appropriate representative from each institution and is responsible of matters related to their name (e.g., Curriculum and Retention determines the shared courses to be delivered to all students, oversees the materials produced for the on-line delivery of these courses, and caters to the logistics associated to this on-line course delivery, as well as other matters). Each super-committee has a chair that rotates amongst the three institutions. Every institution has an Operations committee whose members are the members of each super-committee representative from this institution. Every Institution's Operations committee meets regularly to take care of all the day-to-day operations of the project at the respective institution. The day-to-day operations topics of the Operations committees are related with the topics of interest to each of the six super-committees.



The structure of the committees given above is what was reported in our grant application. We have made some changes to these committees, which are reported within the description of the Key Activities given below.

Progress on Key Activities Since the July 2017 Report

The three institutions UCF, USF and FIU are currently collaborating with the intent of jointly furthering the following objectives

- Assist UCF, FIU and USF to grow programs that lead to high-skill jobs in computer-related disciplines,
- Increase the number of Floridians completing programs in these high demand areas at these institutions, and
- Leverage the strengths of UCF, FIU, and USF for a sustainable future.

Below is a description of the activities and efforts made in the different areas of collaboration.

Activity 1: Establishing the Committees mentioned in the CSIT Management Plan

The following committees have been established.

CSIT TEAm Consortium

CSIT Internal Oversight Committee

Elizabeth Dooley	Interim Provost, UCF
Ralph Wilcox	Provost, USF
Kenneth Furton	Provost, FIU
Michael Georgiopoulos	Dean, College of Engineering and Computer Science, Lead PI, UCF
Robert Bishop	Dean, College of Engineering, USF
John Volakis	Dean, College of Engineering and Computing, FIU

CSIT External Oversight Committee

Craig Miller	VP, Systems Engineering, Harris Corporation
Kris Siegmundt	Director, Software Engineering (LM Mission Systems & Training Operation)
Dennis Lind	VP, Design of Engineering and IFP Strategy, Disney
Juan F. Caraballo	Former Program Director, Corporate University and Innovation Programs, IBM Corporation
Christopher Day	Principal, Chymera Group, LLC and Chief Technology Officer, ISIS Defense Inc.
Steve Reid	VP, Software Engineering, Ultimate Software
Chris Alper	Director of Learning and Employee Development (Engineering and IS), Ultimate Software
Jeremy Rasmussen	Cybersecurity Director, Abacode
Bradley Lawrence	Senior Consultant, Microsoft
Saru Seshadri	President and CEO, Ultramatics, Inc.

CSIT Project Committee

Michael Georgiopoulos	Dean, College of Engineering and Computer Science, Lead PI, UCF
Rafael Perez	Professor, Computer Science and Engineering (USF)

Ken Christensen	Professor and Associate Chair of Academic Affairs, Computer Science and Engineering (USF)
Mark Weiss	Professor and Associate Dean, School of Computing & Information Sciences (FIU)
Erica Levy	Assistant Director, School of Computing & Information Sciences (FIU)
Mostafa Bassiouni	Professor and Director of the CSIT TEAm Consortium (UCF)

The CSIT Project Committee meets biweekly and communicates regularly by email. The Project Committee oversees all aspects of the CSIT TEAm effort in all three institutions. Every member of the project committee was an investigator of the 5-year, $5 Million, NSF S-STEM proposal to recruit, retain, and guide to success academically talented and financially needy students in the three IT-related disciplines Computer Science, Information Technology and Computer Engineering. The proposal, which builds upon the successful effort of the CSIT TEAm grant, received excellent evaluation and was fully funded starting October 1, 2016.

CSIT Curriculum and Retention Committee

The detailed activities and accomplishments of this committee are described in Activity 2 in SECTION ONE. The committee is divided into four subcommittees (Computer Science, Information Technology, Computer Engineering, and Management Information Systems).

Computer Science Curriculum and Retention Subcommittee

Gary Leavens	Professor and Chair, Computer Science Department (UCF)
Annie Wu	Associate Professor, Computer Science Department (UCF)
Mark Weiss	Professor and Associate Dean, Computing and Information Sciences (FIU)
Erica Levy	Assistant Director, School of Computing & Information Sciences (FIU)
Ken Christensen	Professor and Associate Chair of Academic Affairs, Computer Science and Engineering (USF)
Mostafa Bassiouni	Professor and Project Director, Ex Officio (UCF)

Information Technology Curriculum and Retention Subcommittee

Gary Leavens	Professor and Chair, Computer Science Department (UCF)
Mark Weiss	Professor and Associate Dean, Computing and Information Sciences (FIU)
Nagarajan Prabakar	Associate Professor, Computing and Information Sciences (FIU)
Jim Andrews	Associate Professor and Director, School of Information, CAS (USF)
Ken Christensen	Professor and Associate Chair of Academic Affairs, Computer Science and Engineering (USF)
Mostafa Bassiouni	Professor and Project Director, Ex Officio (UCF)

Computer Engineering Curriculum and Retention Subcommittee

Zhihua Qu	Professor and Chair, Electrical and Computer Engineering Department (UCF)
Parveen Wahid	Professor, Electrical and Computer Engineering Department (UCF)
Shekhar Bhansali	Professor and Chair, Electrical and Computer Engineering (FIU)
Jean Andrian	Associate Professor and Associate Chair, Electrical and Computer Engineering (FIU)
Alexander Perez-Pons	Instructor, Electrical and Computer Engineering (FIU)
Ken Christensen	Professor and Associate Chair of Academic Affairs, Computer Science and Engineering (USF)
Mostafa Bassiouni	Professor and Project Director, Ex Officio (UCF)

Management Information Systems Curriculum and Retention Subcommittee

Richard Klein	Associate Professor and Assistant Dean, Information Systems & Business Analytics, COB (FIU)
Manish Agrawal	Professor and Chair, Information Systems Decision Sciences, COB (USF)
Joni Jones	Associate Professor, Information Systems Decision Sciences, COB (USF)
Mostafa Bassiouni	Professor and Project Director, Ex Officio (UCF)

Recruitment and Dissemination Committee

Gordon Chavis	Associate VP Student Affairs, UG Admissions (UCF)
Elizabeth Costello	Director of Undergraduate Admissions (UCF)
Christopher Dahlstrand	Associate Director of Undergraduate Admissions (UCF)
Ken Christensen	Professor and Associate Chair of Academic Affairs, Computer Science and Engineering (USF)
Dmitry Goldgof	Distinguished University Professor and Vice-Chair, Computer Science and Engineering (USF)
Diane Austin	Assistant Director, School of Information, CAS (USF)
Manish Agrawal	Professor and Chair, Information Systems Decision Sciences, COB (USF)
Joni Jones	Associate Professor, COB (USF)
Megan Tice	Assistant Director, External Programs & Business Dev, CEC (FIU)
Mario Eraso	STEM/Internship Coordinator (FIU)
Mostafa Bassiouni	Professor and Project Director, Ex Officio (UCF)

The detailed activities and accomplishments of the Recruitment and Dissemination Committee are described in Activity 3 in SECTION ONE.

Internships and Career Services Committee

Jason Jude Smith	Director, Office of Experiential Learning (UCF)
Igor Volkov	Associate Director, Office of Experiential Learning (UCF)
Lynn Hansen	Director, Career Services (UCF)
Russ Coughenour	Assistant Vice President, Career Services (USF)
Fernando Figueredo	Head of Career Services (FIU)
Matthew Tanner	Career Services (FIU)
Mostafa Bassiouni	Professor and Project Director, Ex Officio (UCF)

The detailed activities and accomplishments of the Internships and Career Services Committee are described in Activity 4 in SECTION ONE.

Metrics and Assessment Committee

Pat Lancey	Assistant VP Administrative Affairs, Operational Excellence and Assessment (UCF)
Uday Nair	Associate Director, Operational Excellence and Assessment (UCF)
Pat Ramsey	Director, Institutional Research (UCF)
Valeria Garcia	Assistant VP, Office of Decision Support Planning & Analysis (USF)
Michael J. Bolen	Assistant Director, Office of Decision Support, Planning & Analysis (USF)
Susan Himburg	Associate Vice President of Academic Planning and Accountability (FIU)
Hiselgis Perez	Interim VP, Analysis and Information Management (FIU)
Mostafa Bassiouni	Professor and Project Director, Ex Officio (UCF)

The accomplishments of the Metrics and Assessment Committee are described in SECTION TWO (Performance Metrics). The committee members collaborated extensively on gathering and assembling the consortium-wide data on four areas of performance for the CSIT TEAm effort.

Budgetary Committee

Nanette Aubert	Director, Budget and Finance, CECS (UCF)
Megan Diehl	Assistant Director, Academic Affairs Financial Administration (UCF)
Lynn Gonzalez	Associate VP of Academic Affairs (UCF)
Lian Zhang	Finance Manager, SCIS (FIU)
Adriana Marques	Director, Finance and Personnel, CEC (FIU)
Barbara Manzano	Associate Provost, University Planning and Finance (FIU)
Kevin Toso	Academic Budgets Director (USF)
Becky Puskas	Budgetary Director, College of Engineering (USF)
Mostafa Bassiouni	Professor and Project Director, Ex Officio (UCF)

The accomplishments of the Budgetary Committee are described in SECTION THREE which provides detailed account of the Expenditures for the CSIT TEAm grant.

Technology Committee

Don Harper	Director of Technology, College of Engineering and Computer Science (UCF)
Denise Tjon Ket Tjong	Assistant Director of Systems, College of Engineering and Computer Science (UCF)
Steve Luis	Director of Technology and Business Relations in the School of Computing and Information Sciences (FIU)
Ken Christensen	Professor and Associate Chair of Academic Affairs, Computer Science and Engineering (USF)
Dennis Walpole	Director, Innovative Education (USF)
Mostafa Bassiouni	Professor and Project Director, Ex Officio (UCF)

The accomplishments of the Technology Committee are evident in supporting many activities of the project including building and maintaining the CSIT TEAm website, the TEAm Internships Portal, and the Seat Reservation module for online shared courses.

Activity 2: Sharing of On-Line Technical Electives across Institutions

In the last BOG scorecard evaluation for the CSIT TEAm grant efforts, the activity of sharing elective courses among all three institutions has been highly commended and assigned an evaluation of **Terrific Best Practice** with the comment *"virtual super-university", making this happen across institutions is phenomenal*. In AY 2017-2018, the Curriculum and Retention Committee has continued its active role with frequent meetings to offer shared elective courses that can benefit students in all three institutions. The shared elective courses provide the students with an extended set of courses to choose from and help them achieve faster pathway to graduation.

Below is a description of the activities and accomplishments of this committee.

Proposing and selecting elective courses to be offered in Fall 2017 and Spring 2018
The four curriculum subcommittees exchanged information and examined the syllabi of a large number of elective courses that can be potentially offered in Fall 2017 and Spring 2018. The following tables show the elective courses that were selected and offered in Fall 2017 and Spring 2018.

Area	University	Course Number and Title
CS	UCF	CAP 4453 - Robot Vision
IT	UCF	CNT 4603 - System Administration and Maintenance
IT	USF	CIS 4083 Cloud Computing for IT
IT	USF	COP 4931 Mobile and Wireless Security
CpE	FIU	EEL 4730 - Programming Embedded Systems
MIS	FIU	ISM 4400 - Management Support Systems

Table 1. TEAm Shared Courses offered in Fall 2017

Area	University	Course Number and Title
CS	FIU	CAP 4641 - Natural Language Processing
CS	UCF	CAP 4453 - Robot Vision
IT	UCF	CNT 4603 - System Administration and Maintenance
IT	USF	COP 4703 - Advanced Database Systems for IT
CpE	UCF	EEL 4783 - HDL in Digital System Design
CpE	FIU	EEL 4730 - Programming Embedded Systems
MIS	FIU	ISM 4400 - Management Support Systems

Table 2. TEAm Shared Courses offered in Spring 2018

Posting course syllabi and specifying the course prerequisites

The next activity for the curriculum committee was to post the course syllabi of the selected courses on the TEAm website and encourage the students to enroll in these courses. An important step in offering the elective courses is to determine the prerequisites that the students must have before registering for these courses. This effort is needed because the different programs in the three institutions have different course numbers and some courses in one institution do not exist in another institution. The faculty advisors and undergraduate coordinators in each program carefully examined the syllabus of each course and identified the prerequisites for that course. These prerequisites were conveyed to the students.

Acceptance of the shared courses by the academic programs

The different CS, IT, CpE and MIS programs in the three institutions have obtained formal approval for the relevant courses using the appropriate mechanism (e.g., by a vote in the responsible undergraduate curriculum committee followed by a vote of the entire faculty in the program; and for FIU, a vote by the Faculty Senate). The formal approval of the elective courses makes it possible for UCF, USF, and FIU students majoring in CS, IT, CpE or MIS to take the shared elective online courses and have these courses count towards their BS degree. The information about the elective courses accepted by each program has been posted on the TEAm website.

Providing step-by-step instructions for course registration

The Florida Shines portal https://www.floridashines.org/ is the mechanism used by the CSIT TEAm grant for course registration. Detailed instructions for course registration have been posted on the TEAm website. Different instructions were needed for each institution because the three institutions have

- different dates for the start of registration for transient non-degree students,
- different tuition payment deadlines, and
- different student IDs that must be used with Florida Shines.

Marketing the selected courses and creating the Reserve Seat portal

The TEAm elective courses have been announced extensively to students in all three institutions. A Reserve Seat portal has been created on the TEAm website for each course: 56 students reserved seats in the courses of their interest in Fall 2017 and 67 reserved seats for courses in Spring 2018. The Reserve Seat mechanism allows the administrators/staff at the three institutions to guarantee a seat for each student and help the students enroll in the courses they have selected. Roughly, 35-45% of the students who reserve seats actually enroll in the courses after meeting the required prerequisites.

Course registration and final course enrollments

Table 3 and 4 show the final enrollment numbers for students who registered and paid tuition for shared courses offered in Fall 2017 and Spring 2018, respectively.

Shared Course	#Submitted Seat Reservation	#Enrolled
CAP 4453 - Robot Vision	23	3
CNT 4603 - System Administration and Maintenance	33	20
CIS 4083 Cloud Computing for IT	0	0
COP 4931 Mobile and Wireless Security	2	0
EEL 4730 - Programming Embedded Systems	2	2
ISM 4400 - Management Support Systems	1	0
Total	**61**	**25**

Table 3. Enrollments in TEAm Shared Courses offered in Fall 2017

Shared Course	#Submitted Seat Reservation	#Enrolled
CAP 4641 - Natural Language Processing	14	3
CAP 4453 - Robot Vision	15	3
CNT 4603 - System Administration and Maintenance	43	32
COP 4703 - Advanced Database Systems for IT	4	0
EEL 4783 - HDL in Digital System Design	0	0
EEL 4730 - Programming Embedded Systems	5	1
ISM 4400 - Management Support Systems	1	0
Total	**82**	**39**

Table 4. Enrollments in TEAm Shared Courses offered in Spring 2018

Administering proctored exams for TEAm shared courses

The TEAm Project Committee has developed rules for administering proctored exams using the TEAm resources (personnel and testing space) and has tasked the Project Director to supervise the administration of these exams. These rules have been carried out successfully in the administration of the closed-book closed-notes midterm exam for the course CAP 4453 offered by UCF, administered for two transient students from USF and one student from FIU in Spring 2018. The exam was administered and proctored on March 5-7, 2018 in a location at USF and a location at FIU according to the exam

instructions set by the UCF instructor. The exam answers were scanned and sent to the instructor for grading.

Summary Statement & Benefits

The TEAm shared courses have provided the students with an extended set of courses to choose from and helped them achieve faster pathway to graduation. A total of 64 students enrolled in the TEAm shared elective courses offered in Fall 2017 and Spring 2018. The TEAm shared courses have helped many students achieve faster pathway to graduation.

Activity 3: Recruiting Students at the Freshman and Junior Level

In AY 2017-2018, the Recruitment and Dissemination Committee across the three institutions has made extensive and far-reaching effort for encouraging high school and transfer students to enroll in the CS, IT, CpE and MIS majors. These four majors are associated with careers in the state's highest-need areas, as identified by a Board of Governors gap analysis. In what follows, we describe the recruiting effort specific to each institution.

Activities Specific to UCF

Between November 2017 and May 2018, the Office of Undergraduate Admissions engaged in a targeted recruitment and marketing campaign to increase awareness of UCF's Computer Engineering, Computer Science and Information Technology programs. The goal of this effort was to encourage prospective students to apply and enroll in these targeted degree programs, or to express interest as an "Undecided" Engineering student and later convert to CE, CS or IT. A two-pronged approach was deployed using CRM email and hard-copy postcard mailings to the home address of prospective, applied, and admitted students to achieve maximum penetration, reach and visibility within the targeted markets. The messaging in each communication, while similar in design, contained content customized to reach each category of student:

The "Engineer a Bigger, Brighter Future" CRM highlights some of Central Florida's top engineering and technology firms, highlighting opportunities for student internships and employment after graduation. The CRM also spotlights achievements by UCF's Cyber Defense and Programming Teams and discusses the value of degrees in engineering, computers and technology.

The "Pioneering Partnerships" CRM highlights Central Florida as home to some of the biggest names in technology – NASA, Lockheed Martin, Harris, Disney, and others. The target audience for this communication is transfer students. It is career-oriented and focuses on university partnerships, research and return on educational investment.

The "Lifting Lives and Livelihoods" CRM presents the societal benefits of engineering and computer science careers and highlights research activity that enriches humanity through technology and innovation.

The "Pathways to Amazing Careers" postcard touches on recent achievements at the International Collegiate Programming Contest and the National Collegiate Cyber Defense Competition and touts several of the high profile companies that employ CECS alumni.

The "Do Something BIG" CRM presents UCF as a modern leader in engineering and technology and highlights achievements by the Cyber Defense Club and Programming team; it also spotlights opportunities for internships and research. The CRM defines UCF as a National Center for Academic Excellence in Cyber Defense Education and concludes with a push to submit an application for admission.

A timetable and summary of our comprehensive efforts is provided below:

Monday, 11/20:
First Time in College (FTIC) APPLICANTS and ADMITTED STUDENTS for Spring/Summer/Fall 2018 who identified an interest in CE, CS, IT or Undecided Engineering AND First Time in College (FTIC) PROSPECTIVE STUDENTS for Summer/Fall 2018 who identified an interest in any degree program offered by CECS (Aerospace Engr., Civil Engr., Computer Engr., Computer Science, Construction Engr., Electrical Engr., Electrical Engr. Tech BSEET, Engr. Tech BSET, Environmental Engr., Industrial Engr., Information Technology, Mechanical Engr., and Undecided Engr.) received a CRM email entitled "Engineer A Bigger, Brighter Future".
Total recipients: 30,604

Monday, 11/20:
Transfer APPLICANTS and ADMITTED STUDENTS for Spring/Summer/Fall 2018 who identified an interest in CE, CS, IT or Undecided Engineering AND Transfer PROSPECTIVE STUDENTS for Summer/Fall 2018 who identified an interest in any degree program offered by CECS (Aerospace Engr., Civil Engr., Computer Engr., Computer Science, Construction Engr., Electrical Engr., Electrical Engr. Tech BSEET, Engr. Tech BSET, Environmental Engr., Industrial Engr., Information Technology, Mechanical Engr., and Undecided Engr.) received a CRM email entitled "Pioneering Partnerships."
Total recipients: 874

Friday, 12/15:
First Time in College (FTIC) and Transfer PROSPECTIVE STUDENTS, APPLICANTS, and ADMITTED STUDENTS for Spring/Summer/Fall 2018 who identified an interest in any degree program offered by CECS (Aerospace Engr., Civil Engr., Computer Engr., Computer Science, Construction Engr., Electrical Engr., Electrical Engr. Tech BSEET, Engr. Tech BSET, Environmental Engr., Industrial Engr., Information Technology,

Mechanical Engr., and Undecided Engr.) received a CRM email entitled "Lifting Lives and Livelihoods."
Total recipients: 34,647

Wednesday, 12/21-12/29*:
First Time in College (FTIC) and Transfer PROSPECTIVE STUDENTS, APPLICANTS, and ADMITTED STUDENTS for Summer/Fall 2018 who identified an interest in any degree program offered by CECS (Aerospace Engr., Civil Engr., Computer Engr., Computer Science, Construction Engr., Electrical Engr., Electrical Engr. Tech BSEET, Engr. Tech BSET, Environmental Engr., Industrial Engr., Information Technology, Mechanical Engr., Undecided Engr.) received a hard copy postcard via mail entitled "Pathways to Amazing Careers".
Total recipients: 29,533

*Receipt of postcards varies due to bulk mail transit times. We estimate that postcards arrived in homes between 12/21 and 12/29.

Friday, 6/1:
PROSPECTIVE Transfer students who have not yet applied for admission to the Fall 2018 term were sent a CRM entitled "Do Something BIG". The email also contained an embedded link to the "Do Something BIG" video produced by the college to highlight research opportunities for undergraduates.
Total recipients: 408

Ongoing Communication Efforts:
To supplement our targeted CRM and mail campaign, the general population of FTIC and transfer students receive communications and messaging that introduce them to programs and opportunities available through the College of Engineering and Computer Science via: Daily Information Sessions/Campus Tours.

Families who attend a campus tour are introduced to the College of Engineering & Computer Science through a video that highlights the various disciplines within the college.

Engineering Building II is one of two academic buildings that all families visit during the walking portion of the tour. The stop in the Engineering Building II atrium discusses corporate partnerships, research, classroom space, and the Idea and Innovation Labs.

Transfer students receive a special invitation to attend a dedicated transfer information session entitled "Transfer to Be a Knight" on select Thursdays throughout the year. Here, they are introduced to UCF's many degree programs and advised on the importance of selecting the right major and the steps toward transitioning to UCF.

Print Publications
All FTIC prospective students are mailed a Viewbook in August or October. The Viewbook broadly discusses options within CECS and features three profiles relating to the College: one faculty research profile (Dr. Fei Liu, Computer Science), and two alumni profiles (Disney Imagineer Lauren Niederhiser; and Limbitless Solutions founder Dr. Albert Manero).

The Inspiring Excellence brochure is mailed to high ability FTIC students in early spring. This piece profiles faculty, students, and alumni who are doing extraordinary work in key areas of research. This year's brochure features faculty member Dr. Shibu Yooseph (Dept. of Computer Science) and students Sumayya Abukhalil (aerospace engineering), Matthew St. Hubin (information technology), and Joey Ginorio (computer engineering).

Monthly CRM messaging
Timely and targeted email messages are sent to students monthly. These messages touch upon the value of a UCF education and exciting new ventures that students and faculty are engaged in. Because these messages are developed in real time, they may highlight CECS in various ways (e.g., Limbitless Solutions; Collegiate Cyber Security Team achievements; UCF Programming Team achievements; National Center of Academic Excellence in Cyber Defense Education designation).

Our email database of 3,700 high school guidance counselors and 60 Florida state and community college transfer coordinators allow us to routinely communicate with colleagues who can influence student decision-making. Our "Knight News" emails to high school counselors and our "Pegasus Pipeline" updates to college advisors provide information about the admission process, but also share exciting stories from across campus. CECS stories have been featured several times (Limbitless Solutions; Collegiate Cyber Security Team achievements; UCF Programming Team achievements; National Center of Academic Excellence in Cyber Defense Education designation).

High School and Community College Visits
The Undergraduate Admissions recruitment team is comprised of 13 staff that travel within and outside of Florida to speak with prospective students and families about UCF. Discussions about the university are comprehensive and holistic in nature; however, the team does take time to highlight points of pride that are college or program-specific.

CECS internship opportunities, partnerships, and achievements in programming and cyber defense are woven into these discussions. The table below provides a snapshot of the recruitment team's reach during the 2016-17 academic year:

Event Type	# of Events Attended	Florida Count	OOS Count	International Count
High School Visit	439	405	28	6
High School Fair	277	264	10	3
National College Fair	6	5	1	
Drop Off	119	119		
Panels/Speeches	88	86		2
Comm. College Visit	9	9		
Totals	938	888	40	11

Enrollment Projections

The tables below shows the number of students who applied, were admitted and (only in the case of FTIC students) matriculated for the 2017 and 2018 Summer and Fall academic terms. Note that enrollment deposits are still being accepted for Fall FTICs and applications are still being accepted for Fall transfer students.

	FTIC 2017					
Academic Plan	Summer				Fall	
	Appl	Admt	Matr	Appl	Admt	Matr
Computer Engineering Pending	140	84	66	512	233	130
Computer Science BS	296	189	130	1306	629	343
Information Technology BS	42	22	14	116	35	15
Undecided Engineering	185	142	89	684	376	164
Total	663	437	299	2618	1273	652

	FTIC 2018*					
Academic Plan	Summer			Fall		
	Appl	Admt	Matr	Appl	Admt	Matr
Computer Engineering Pending	124	81	65	541	241	133
Computer Science BS	364	210	158	1655	732	384
Information Technology BS	48	19	15	134	38	20
Undecided Engineering	142	93	72	666	343	166
Total	678	403	310	2996	1354	703
% Change 17-18	2.26	-7.78	3.68	14.4	6.36	7.82

	Transfer 2017			
Academic Plan	Summer		Fall	
	Appl	Matr	Appl	Matr
Computer Engineering Pending	32	20	130	77
Computer Science BS	81	50	401	217
Information Technology BS	48	26	176	96
Undecided Engineering	10	5	53	24
Total	171	101	760	414

	Transfer 2018*			
Academic Plan	Summer		Fall	
	Appl	Admt	Appl	Admt
Computer Engineering Pending	33	24	137	85
Computer Science BS	104	58	494	270
Information Technology BS	49	29	161	83
Undecided Engineering	7	2	28	10
Total	193	113	820	448
% Change 17-18	12.87	11.88	7.89	8.21

***Projected as of 6/20/18**

Activities Specific to USF:

USF CS/IT/CpE Marketing Activities

As in past years, we have continued to implement direct marketing to first year students in the College of Engineering. Not all first-year students have declared a major and many students with a declared major may change their major. The Advising Team gave presentations to the Foundations of Engineering (EGN 3000) class last year. About 1500 first year College of Engineering students heard the presentation.

In addition to the mass marketing to the Foundations of Engineering class, a focused marketing effort on women students was also continued. Women leaders from industry invited women students to lunch for mentoring. Multiple mentoring lunch meetings were held in AY2017-2018. The women's effort has led to the formation of a now very active Women in Computer Science and Engineering (WiCSE) student group. WiCSE currently has about 120 student members – all are majors in Computer Science, Computer Engineering, or Information Technology. Student groups such as WiCSE play a major role in marketing the Department majors to first-year students and to students considering a change in major.

USF MIS Marketing Activities

A number of outreach activities were conducted in 2017-18.

Off Campus Activities:

MUMA Big Data Day:
In collaboration with Hillsborough County Public Schools and with the support of our local industry partners, the Information Systems and Decision Sciences department hosts annual "Big data day" to introduce high school seniors to professional opportunities in Information Systems and Business Analytics.

Over 250 students taking AP Computer Science, Technology Support, Web Development and the Academy of Information Technology classes attend the event. Schools include Bloomingdale, Plant, Alonso, Durant, King, Newsome, Sickles, Spoto, Middleton, Hillsborough high schools attended. The Dean of the College, Prof. Moez Limayem, addressed the students and encouraged them to consider the program when they made college choices. More information is here:
http://www.usf.edu/business/departments/isds/outreach/big-data-days.aspx

This event was supported by: Kforce, JP Morgan Chase, Florida High Tech Corridor, and Sykes Enterprises.

*On – campus activities***:**

Bulls Unite:
2 events were held for prospective students on campus, in March 2018. USF's Bulls Unite Saturday is geared towards students who have been admitted but have not yet committed to USF. Prospective students and their parents attend these information sessions and our department had representatives attend the sessions along with undergraduate student volunteers to educate parents and prospective students about the BAIS degree. One of our faculty members as well as a student volunteer also participated in these presentations highlighting our department's national standing and BAIS degree opportunities. Additionally, fliers and brochures have been generated and made available at an information table at these events.

These events were an opportunity to answer questions from students deciding on their major at USF.

USF Information Studies (IS) Marketing Activities

Below are the marketing and recruiting activities for the Information Studies (IS) Program at USF.

High School Students Outreach:
The 2017-2018 academic year has continued to include a strong presence at USF's prospective student "Bulls Unite" events (formerly known as Stampede to Success and Admitted Student Saturday) – The undergraduate advisor for Information Studies, Elicia Kimble, attended these events.

USF's Undeclared/Undecided Students Outreach:
TRansitional Advising Center (TRAC) advisors has been absorbed under Undergraduate Studies and they are no longer assisting with major reselection. We have continued our partnership with Undergraduate Studies and our undergraduate advisor has been working with the new team of Academic Advocates to assist individual students who are in the process of changing their major from similar areas such as Business or Engineering.

Social Media:
LinkedIn BSIS Alumni Group: Jessica Stafford (previous advisor) created the BSIS Alumni Group on LinkedIn. Keeping this group open will allow us to see at a glance the careers undergraduate students are going into after graduation.

Other Activities:
We promoted our BSIS program through interaction with the *Tampa Bay Technology Forum* member companies, the capstone "Information Day" and internship development. We also promoted the BSIS program through interaction with USF Career Services through meetings, posting internships, career fairs, and networking via CANVAS.

USF has recently launched an enhanced transfer program which offers a seamless transition to USF for students attending Florida College System Institutions called FUSE. As part of the implementation of the FUSE program, our undergraduate advisor has been working closely with the Assistant Director for the Center of Academic Advising and the USF Academic Recruiter/Advisor, State and Community College Relations to help smooth out the transfer process for IFS majors. As part of this we have worked on course evaluations for lower level programming courses, the admissions evaluation of such

courses, and creating coursework guidelines for students at Florida College System Institutions hoping to transfer to USF BSIS.

Our Advisor is also a part of the College of Arts and Sciences recruiting team which has previously attended USF days at HCC and SPC. The purpose of these events is to promote our major to our more popular transfer institutions and have advisors present to answer questions about the major and the transfer of credit.

Plan for Future Marketing Activities

- Continue current marketing activities and expanding our marketing initiatives to heavily increase awareness among USF undeclared students by (a) setting up information tables on campus in high traffic areas, (b) educating prospective students on differences in USF technical degrees by providing specifically designed marketing materials elaborating on the new BSIS concentration structure;
- Develop new promotional materials for the restructured BSIS program with concentrations (Data Science, Health Informatics, and Information Security);
- Working with HCC's STEM transfer students to increase awareness of the BSIS degree;
- Continue College of Arts and Sciences recruiting team efforts and hopefully expand our reach to other institutions
- Partner with USF undergraduate Admissions Office for a targeted marketing campaign to reach high school students by connecting with admissions to obtain a list of all students (high school and transfer) who applied or showed interest in: IT, Engineering, or similar area. Send emails or direct mail advertising (i.e. postcards – more cost effective if not utilizing email campaign);
- Develop free "mini-classes" for high school juniors and seniors during fall and spring semesters to demonstrate course work. Host a BSIS open house to educate potential students about the degree;
- Develop a Virtual Open House for online students.

Activities Specific to FIU:

At FIU School of Computing and Information Sciences (SCIS), service to the community is an important mission we strive to fulfill. Our School seeks to have both a global scientific impact and an engaged and relevant local impact in Miami and South Florida. Whether we are providing advanced workshops for teachers, demonstrating state-of-the-

art technology at an event, or providing students with opportunities to learn about technology, our faculty, staff, and students are committed to sharing their knowledge and talent for the betterment of society. More on SCIS Community: https://www.cis.fiu.edu/community/

The following activities performed during July 2017 – June 2018, mostly in Miami-Dade County, help broaden participation and understanding of computer science (CS) and information technology (IT). With workshops, events, conferences, webinars and other forms of engaging the community, the School of Computing and Information Sciences (SCIS) continues to offer numerous local opportunities to:

- Students in K-12 schools
- Parents of students in K-12 schools
- School teachers and administrators
- Non-profit organizations
- College students
- CS/IT businesses

Some of these outreach events are described in more detail below.

Students in K-12 Schools

2017 Girls Who Code (GWC) Summer Immersion Program. During seven weeks, high school rising junior and senior girls learn skills in web development, app development, Java programming, robotics and other computational thinking skills. As of 2015, the participants meet in Tech Station and are exposed to leadership, presentation and teamwork skills. More on GWC: https://girlswhocode.com/summer-immersion-programs/. Number of Participants: For each of 2014, 2015, 2016, 2017 and 2018 years this program had 20 participants.

2017 Visualization, Informatics, Technology, Automation and Learning (VITAL) Summer Camp. This is a multi-disciplinary summer camp in collaboration with the Moss School of Construction, Infrastructure and Sustainability at the FIU Engineering Center. During two weeks, the participants use coding and virtual reality (VR) as connectors of different S.T.E.M. disciplines. This camp is for high school students going into 11th or 12th grade. More on VITAL Summer Camps: https://vital.fiu.edu/summercamp2017/

Number of Participants / Applicants

-2016 Architecture, Structures, Coding and VR: 5/5

-2017 Construction Safety, Coding and VR: 8/45
-2018 Fall Prevention, Coding and VR: 12/36

Number of Male / Female Participants
-2016 Architecture, Structures, Coding and VR: 5/0
-2017 Construction Safety, Coding and VR: 4/4
-2018 Fall Prevention, Coding and VR: 8/4

2017 VITAL Student Project using 3D Unity: The Safest Planet in the Universe

2017 Career Day at Winston Park K-8 Center. In the first week of December, Dr. Mario Eraso is invited to the school to present and discuss current issues on VR.
Number of Participants: -Three 5th grade classes in 2016: 60; Three 4th grade classes in 2017: 60

2017-2018 FIU Coding Clubs for Middle School Girls. During 12 weeks in the spring and fall, middle school girls attend three clubs that meet on campus each semester to learn CS/IT skills. Meetings are in Tech Station for 2 hours per week. The ALPHA Club is for beginner's level; the BETA Club is for advanced level; and the ETA Club is for homeschoolers at beginner's level. Attendance is above 90%. In fall 2017 and spring 2018, retention was above 90%.
Number of Participants
-Originally high school girls in fall 2016: 5
-Middle school girls in spring 2016: 8
-Middle school girls in fall 2017: 20
-Middle school girls in spring 2018: 26

Code Fest Miami. Elementary and middle school students meet to create group projects using Scratch. As of 2015, the event is held in Tech Station in the second week of December. Number of Participants: -2014: 50, 2015:95, -2016:130, 2017:120

FIU Coding Clubs: 2017 Middle School Girls Hackathon

2018 FIU CEC Engineering Expo. SCIS students working under professors Bobadilla and Ortega's supervision participated in the Expo, and welcomed students from Miami-Dade County Public Schools (MDCPS). Participants were able to engage in robotics and virtual reality activities. About 1,800 visitors attended the event.

College Students, CS/IT Businesses

Career Awareness Program: A program website was created in 2018 to inform students of the numerous events held in the School that promote getting an internship prior to graduation.

JP Morgan Recruiting Event in FIU Graham Student Center

Resume Writing Workshops. One resume writing workshop customized for CS/IT majors is offered three times per year in fall, spring and summer semesters.

Fall 2017, Spring 2018 Information Sessions, Tabling, Interviews:

Sept 5- **Microsoft** Info Session
Sept 14- **Capital One** Info Session
Sept 20- **JP Morgan Chase** Info Session
Sept 21- **Google** Info Session
Sept 26- **Intel** Info Session
Sept 26- **Uber** Info Session
Sept 28- **Amazon** Info Session
Sept 28- **Royal Caribbean Cruise Lines** Info Session
Sept 29- **Facebook** Info Sessions
Feb 2-**MangoHacks** Tabling: GE Digital, Carnival Cruises, JP Morgan Chase, Citrix, and Express Scripts
Feb 6-**GE Appliances** Info Session
Feb 7-**NavalAir Systems Command** Info Session
Feb 22-**Chevron** Interviews
Feb 22-**Central Intelligence Agency** Info Session
Feb 22-**Intel** Info Session
Feb 27-**Amadeus** Tabling

Non-Profit Organizations

SCIS-Code/Art MOU signed in Fall 2017

-Code/Art is a nonprofit organization in Miami that uses art as an onramp to coding for girls in grades 4-12th grades.
-Code/Art hired part-time four of our students as Director of Education, Program Coordinator, Lead instructor and Teaching Assistant.
-Code/Art hired 15 SCIS students in Fall 2017 to teach 4 Hour of Code Sessions to 300 students at Young Women's Preparatory Academy, an all-girls 6-12th grade school.
-Code/Art hired 30 SCIS students in Spring 2018 to teach 6 Hour of Code Sessions to 300 students at Young Women's Preparatory Academy, an all-girls 6-12th grade school.
-40% of the students hired by Code/Art are female.

-12 Code/Art middle school girls participated in the FIU Coding Clubs Middle School Girls Hackathon
-The 3rd Annual Code/Art Miami event was held at University of Miami on May 20, 2018 (350 people attended the event).
-The 4th Annual Code/Art Miami event will be held at FIU Tech Station on May 19, 2019.

FIU Coding Clubs Hackathon in Collaboration with Code/Art. The BETA Hackathon was the third and last spring event organized by middle school girls from the FIU Coding Clubs. Thirty students participated: 18 from the FIU Coding Clubs and 12 from our partner Code/Art, a local nonprofit organization. Four SCIS female students facilitated the event. The hackathon had the goal of creating a website showing event pictures and the group projects/games created in Scratch. All participants will be able to access the website during their free time at home to improve their projects and to play the games created by their peers. Out of four choices dealing with global warming and pollution, the participants selected eliminating ocean pollution as the theme of the hackathon.

Scratch Projects/Games:

- Fish dodging water pollution (3)
- Distinguishing between recyclable and non-recyclable trash on beaches (2)
- Divers collecting ocean trash (2)
- A modern world without ocean pollution 100 years into the future (1)
- Community service to help ocean animals in need (2)

See more information about the event here: https://tinyurl.com/betaHackathon

Parents of Students in K-12 Schools

FIU Coding Clubs Showcase. The FIU Coding Clubs Showcase is a family event in which the club members present to the community games and projects they have coded using Scratch. The more advanced students present educational slides on the fundamentals of coding and discuss achievements by prominent women in the history of computer science. The event was attended by 45 family members, out of which 19 were FIU Coding Clubs members. Three SCIS female students facilitated the event.

Bring Your Parent to Code Day. This is a community event where participants of the FIU Coding Clubs share their coding abilities with parents and siblings. On Saturday, February 17, 2018, the event was held at FIU SCIS Tech Station. These are some interesting numbers about the event:

- 45 family members attended the event.
- 17 middle school girls who are members of the FIU Coding Clubs attended the event.
- 5 FIU CS/IT majors, of which 4 are female and 1 is a female graduate student, facilitated learning.
- 10 of 15 FIU Coding Club girls brought their fathers to the event and coded with them a replica of Galaga, a great arcade game from the 1980s.

Activity 4: Coordinating Internships, Co-op Student Opportunities and Career Services Efforts to Facilitate Student Employment

The last BOG scorecard evaluation for the CSIT TEAm grant efforts has appreciated the activity of Coordinating Internship and Co-op Student Opportunities and Career Services Efforts, and assigned an evaluation of **Terrific Best Practice** to this activity with the comment *"By making use of summer offerings and streamlining course coordination and transfer credits, we will afford students the opportunity to take summer courses more easily while they are working as summer interns, even if they are in a partner city."* Below is a description of the activities and accomplishments in AY 2017-2018.

We have developed a TEAm Internships Portal housed on the TEAm website:
http://www.csit-team.org/internship-opportunities/

The TEAm Internships Portal went live on May 1, 2015 and has been beneficial during AY 2017-2018. The portal allows the students from all three institutions to view paid internships opportunities in Orlando, Tampa or Miami for the TEAm STEM majors. In past years, the portal offered the following features:

- Registration is convenient,
- Easy and free Internship listings are updated weekly,
- Students can view postings in any region and apply directly

The TEAm Internships Portal software has been developed by the UCF IT Staff at UCF. The software collects the internship opportunities listed by the different employers for the following CSIT TEAm majors:

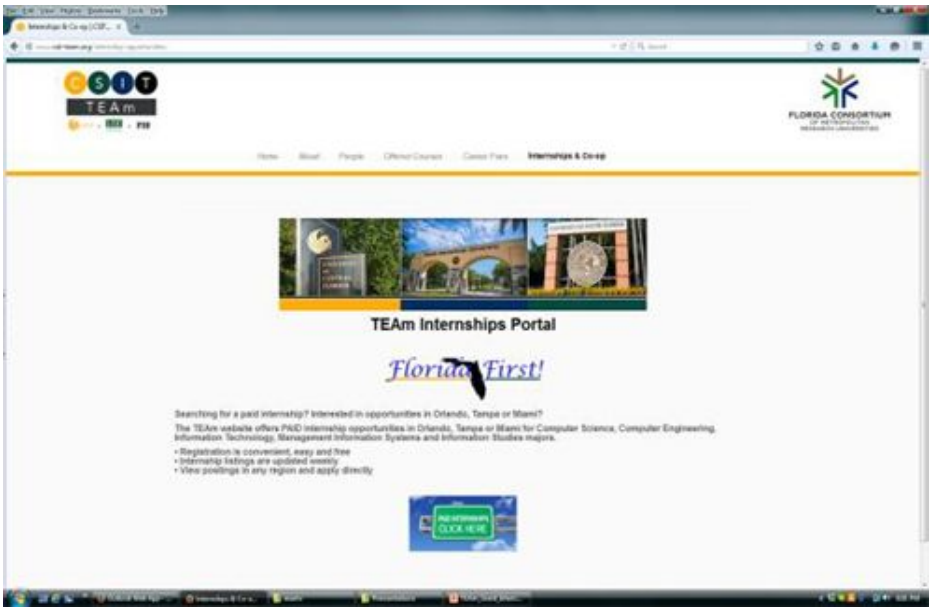
- Computer Science
- Computer Engineering
- Information Technology
- Information Studies
- Management Information Systems

The TEAm portal database is populated by using an RSS data feed or XML data feed to import the relevant job listings from the three institutional databases, which were previously managed by three different companies:

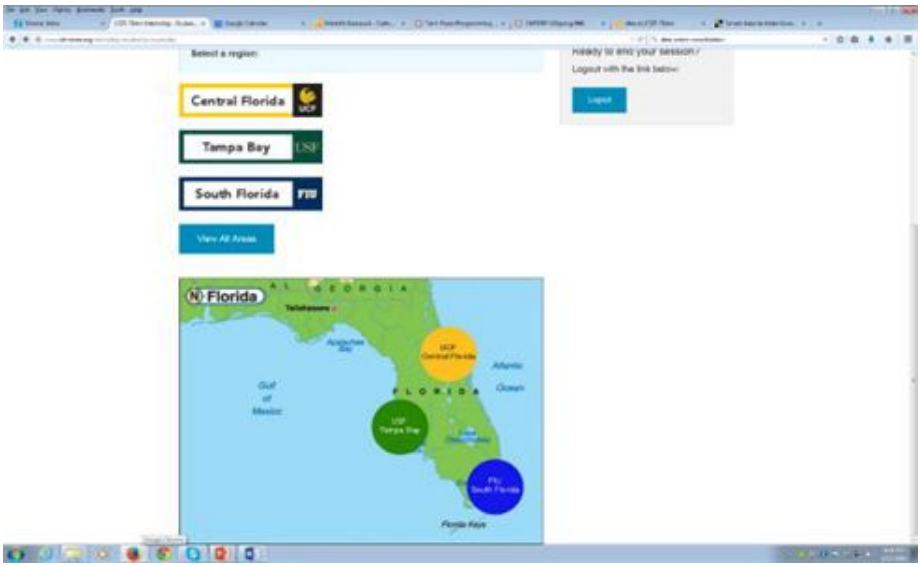
- Office of Experiential Learning at UCF- Software Company: PlacePro
- Career Services Office at USF- Software Company: CSO Research, Inc.
- Career Services Office at FIU- Software Company: Symplicity

Student Interface:

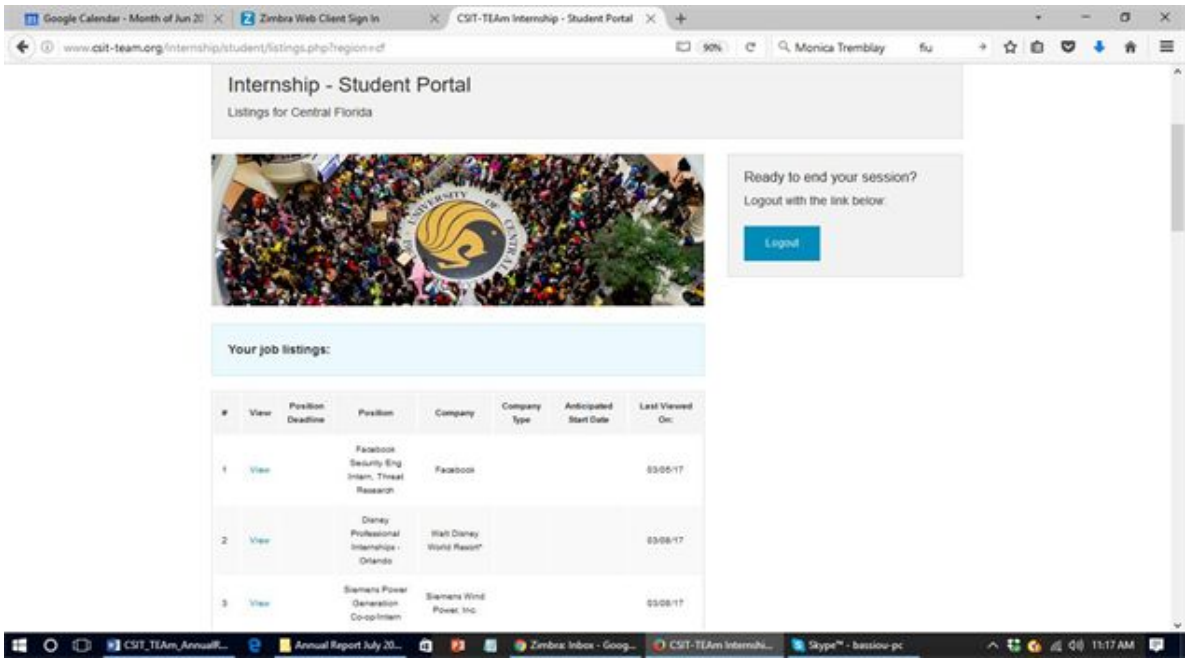
Students from UCF, USF and FIU can login to access the portal and view the posted internships related to the CSIT TEAm majors. Below is a screenshot of the login page for the portal.



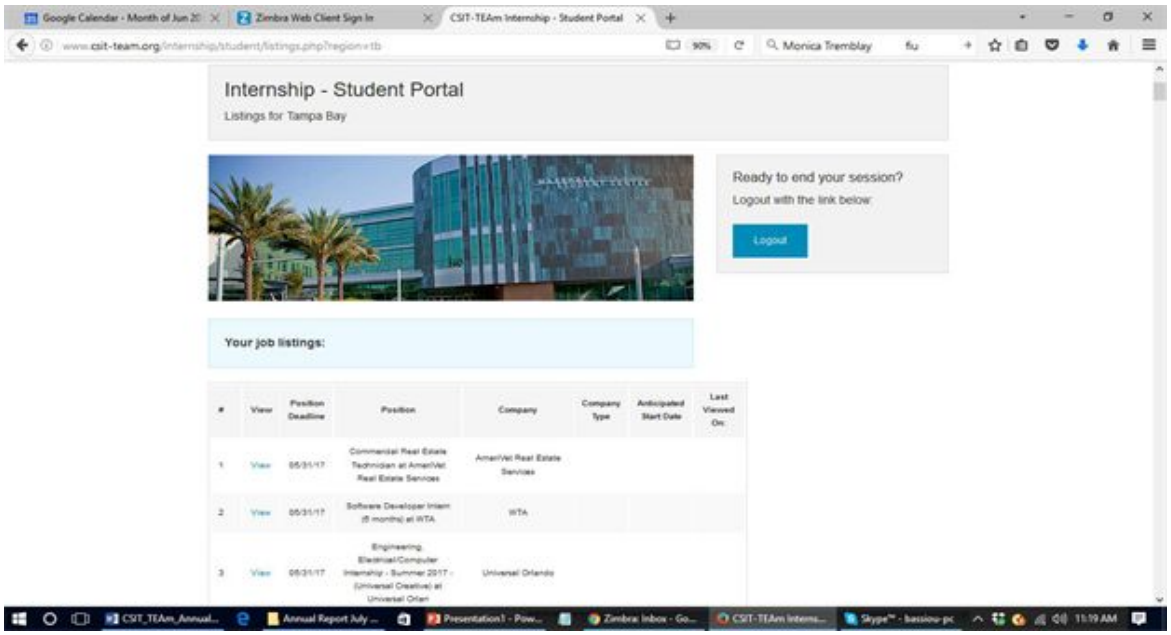
After login, the student can view the internship opportunities available at any of the three institutions by clicking the appropriate button. The three buttons are shown in the screenshot given below.



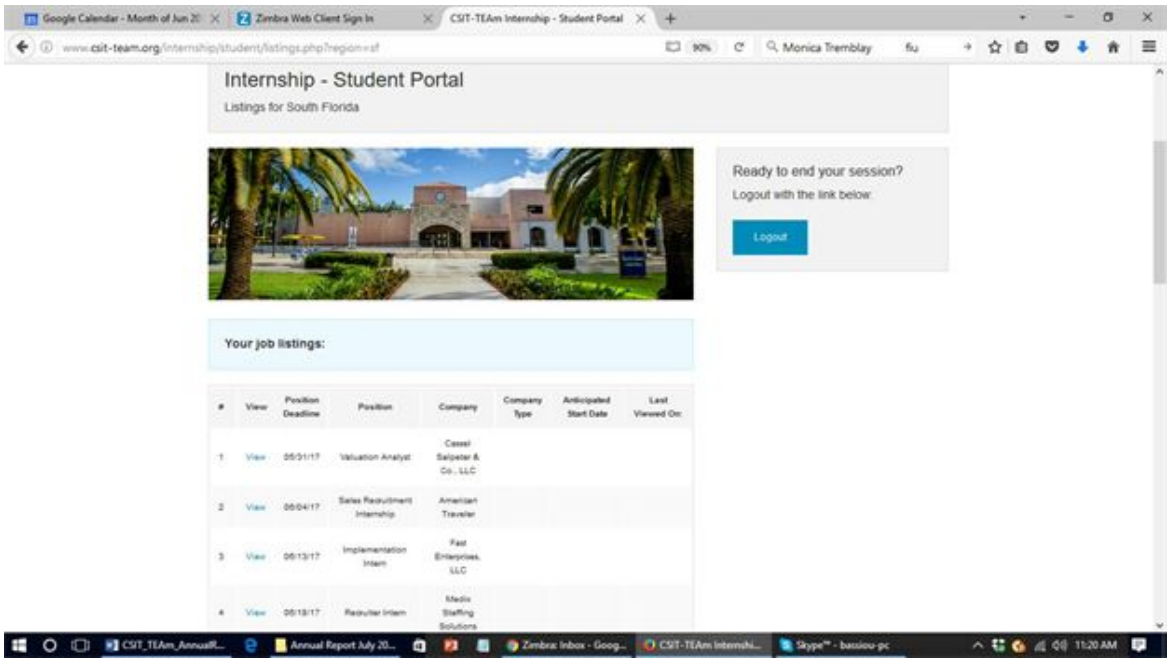
In the example below, the student clicks on the UCF button to view the internships listing imported from the Office of Experiential Learning at UCF.



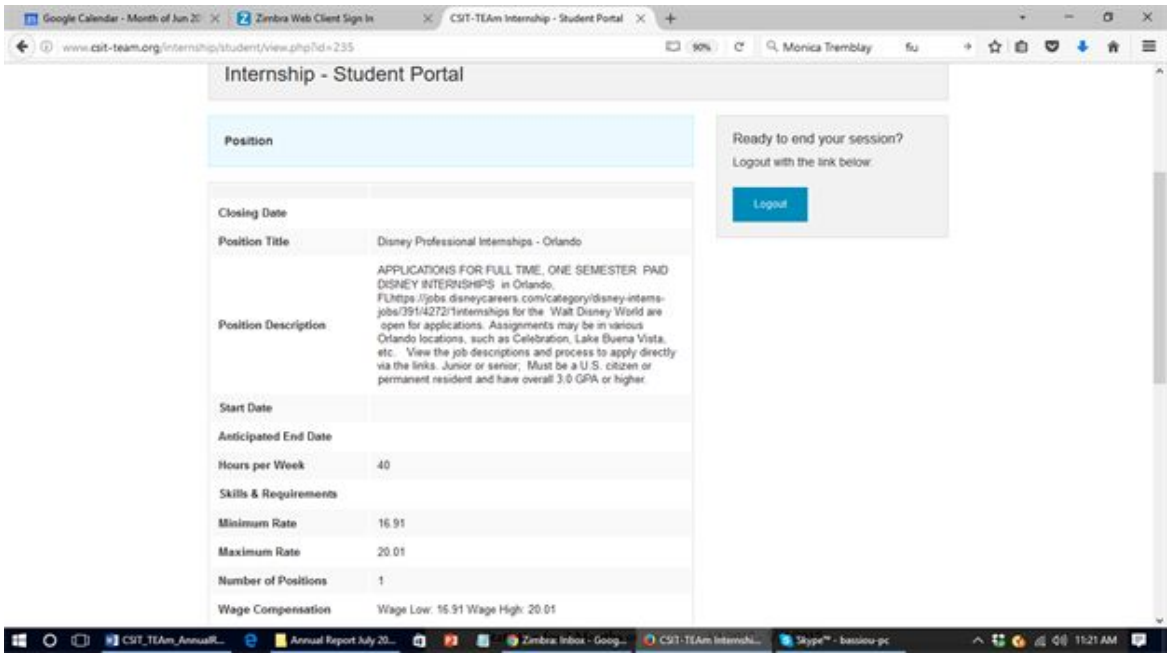
In the example below, the student clicks on the USF button to view the internships listing imported from the Office of Career Services at USF.



In the example below, the student clicks on the FIU button to view the internships listing imported from the Office of Career Services at FIU.



To get details of the posted position for any internship, the student clicks the View link as shown in the screenshot given below.



Switching to Handshake

All three institutions are now serving students after switching from their original software vendors to Handshake. USF switched from CSO Research to Handshake in AY 2016-17. UCF and FIU switched to Handshake in AY 2017-2018. The switch required the re-design and the implementation of new Handshake RSS/XML feeds to replace the original RSS/XML feeds. The IT staff at UCF was able to successfully build the new interfaces with support and cooperation from the Office of Experiential Learning at UCF, the Career Services Offices at USF and FIU, and the technical staff of Handshake.

Status of the Portal after Switching to Handshake

The switch to Handshake has increased the number of positions posted to the students. The table below compares the number of positions posted in 2018 and 2017. The table shows the positive impact on the number of companies posting positions on the TEAm portal for UCF and FIU after switching to Handshake.

Companies Displaying Positions

Year	UCF	USF	FIU	Total
2018	301	418	147	866
2017	85	328	67	480

TEAm students started viewing the posted internship positions in Spring 2018 but they could not find information on the links needed to submit applications for the posted positions. The reason is that Handshake's policy does not allow links for submitting applications to be exported outside Handshake. Handshake advised that after viewing the information about positions posted on the TEAm portal, the students need to login to Handshake and apply.

The CSIT TEAm Internships Portal has had positive impact on the three institutions. They started with three different systems and have now all moved to utilize a common system, Handshake. The goal of the CSIT-TEAm Internship Portal to allow a student in any of the three institutions to easily view and apply to positions posted by any of the three institutions has been very inspiring. The TEAm portal is making further impact by encouraging the three institutions to move to a "Consortium UCF-USF-FIU All" option on Handshake in the near future.

Coordination of Physical Career Fairs in Fall 2017 and Spring 2018

Physical Career Fairs Organized at UCF

Attendance at the Fall 2017 Career Expo (UCF Only)

Computer Science:	135
Information Technology:	46
Computer Engineering:	69
Total CSIT TEAm attendance:	250
Total Attendance:	2,902

Attendance at the Spring 2018 Career Expo (UCF Only)

Computer Science:	146
Information Technology:	49
Computer Engineering:	59
Total CSIT TEAm attendance:	254
Total Attendance:	2,967

Attendance at the 2018 Statewide Job Fair in May 2018 (UCF, USF, FIU)

Computer Science:	26
Information Technology:	15
Computer Engineering:	23
Management Information Systems:	1
Total CSIT TEAm attendance:	56
Total Attendance:	813

Physical Career Fairs Organized at USF

Fall 2017 Career Expo (USF Only)

Computer Science:	236
Information Technology:	56
Computer Engineering:	79
Management Information Systems:	104
Total CSIT TEAm attendance:	475
Total Attendance:	3,693

Spring 2018 Career Expo (USF Only)

Computer Science:	173
Information Technology:	57
Computer Engineering:	67

Management Information Systems:	74
Total CSIT TEAm attendance:	371
Total Attendance:	3,102

Physical Career Fairs Organized at FIU

Fall 2017 Career Technology Fair (FIU Only)

Computer Science:	137
Information Technology:	69
Computer Engineering:	94
Management Information Systems:	50
Total CSIT TEAm attendance:	350
Total Attendance of Technology Day:	787

Spring 2018 Career Technology Fair (FIU Only)

Computer Science:	109
Information Technology:	98
Computer Engineering:	65
Management Information Systems:	15
Total CSIT TEAm attendance:	287
Total Attendance of Technology Day:	671

Activity 5: Enhancing Professional Student Advising

Activities Specific to UCF

Names and Positions of Academic Advisors at UCF:

Erica Atterbury	Coordinator, Academic Advisor I, located in the CECS Academic Affairs Office- previously located at Valencia West Regional Campus- left UCF in January 2018.
Anna Canlon	Coordinator, Academic Advisor 2, located in the CECS Academic Affairs Office
Diane D'Avanzo	Coordinator, Academic Advisor I, located in the CECS Academic Affairs Office
Sean Donovan	Coordinator, Academic Advisor I, located in the Computer Science Department
Ashley Duprat	Coordinator, Academic Advisor I, located in the CECS Academic Affairs Office
Jenny Shen	Coordinator, Academic Advisor I, located in the Computer Science Department

Advising Activities for CECS Advisors

Queries were run against the People Soft degree audit to determine number of completed hours in major. Students who had 24 or less hours to degree completion were preliminary reviewed to determine possible term of graduation.

Once term of graduation was identified, advisors did a second review looking at enrollment history and academic standing to determine if the predicted graduation term was realistic.

Students who were registered for all course work needed to graduate summer 2017 and had not filed their intent to graduate were contacted by phone and instructed on how to file for graduation. Repeated this process for Fall 2017 and Spring 2018.

Students who were identified as being able to graduate in the fall and spring were emailed and encouraged to register for fall and to make an advising appointment to verify remaining course requirements and to outline a plan of study to graduation.

Plan of study forms completed in advising appointments are being saved on a shared drive. Advisors review plans and compare to student's registration to see if they are following the plan that tracks them to graduation.

Students needing Sr. Design registration permission for Computer Science and Computer Engineering were required to meet with a BOG advisor to review degree audit and remaining course requirements to graduate in two terms.

After second review 601 possible graduates were identified for Summer 2017-Spring 2018. Final number of certified graduates for Summer 17, Fall 17, and Spring 18 was 561. Achieved 93% of projected goal.

The above efforts to identify students able to graduate in a designated Summer-Spring cycle is repeated in every cycle.

Other Advising Activities
Held open advising sessions for CS, IT, and CpE students in Fall 2017 and Spring 2018. These open advising sessions are being planned for each academic year.

Contacted students by email promoting BOG shared courses.

Total office appointments for CECS BOG advisors: 1941

The increase from past years is related to 3 factors:

CECS AAO initiated Tuesdays for walk-in advising and this has proven very successful. This gives some students more flexibility instead of trying to schedule an appointment time and also gives advisors an opportunity to see more students than scheduled appointment slots.

Intrusive advising campaign
All students needing Senior Design 1 in Computer Science and Computer Engineering were required to make an advising appointment to receive a permission code to register.

Professional development activities: A compiled listing from all BOG advisors.
UCF Advisor Enhancement Program (AEP): AEP meetings bring together the advising community at UCF Main Campus and Regional Campus to hear updates, best practices, new policies, new university initiatives, and information from resource offices.

-College Advising Updates Forum 2018
-NACADA Webinar – Building Advisor Competency: Relational Skills Component

-Financial Aid Workshop
-Paying for College 101 Workshop
-HR Training: Creating a Positive Workplace
-Title IX workshop
-Degree Audit Training
-Pegasus Path Training

Activities Specific to USF

Activities Specific to the CS/IT/CpE Programs at USF:
The Department of Computer Science and Engineering re-organized student advising in Fall 2016 to better support the growing number of students in the Department. As part of this re-organization, a full-time professional advisor was hired. In Spring 2018 a second full-time professional advisor was hired bringing the total professional advisors to two in the Department. Also in Spring 2018, a second undergraduate program assistant (staff) was authorized and hired – the new staff member will begin on July 16, 2018. The advising team structure is now:

- Dr. John Morgan – Full-time professional advisor
- Ms. Marjorie Fontalvo – Full-time professional advisor
- Dr. William Hendrix – Instructor and CS/CpE Program Coordinator
- Dr. Schinnel Small – Instructor and IT Program Coordinator
- Dr. Ken Christensen – Professor and Associate Chair of UG Affairs
- Ms. Mayra Morfin – Undergraduate Program Assistant
- Ms. Kate Reed – Undergraduate Program Assistant (to start on July 16, 2018)

As noted above, this is an increase of one professional advisor and one program assistant (staff) from AY2016-2017.

Incoming students (both FTIC and transfer) are admitted to the College of Engineering as pre-CS, pre-CpE, and pre-IT and are advised by Engineering Student Services until admitted to the Department. Admission is based on meeting catalog specified admission requirements. For Computer Science and Computer Engineering the admission requirements for AY2017-2018 were: *Minimum GPA of 3.0 in Calculus 1 and 2 (MAC 2281 and MAC 2282), Physics with Calculus 1 and 2 with Lab (PHY 2048/2048L and PHY 2049/2049L), and English Composition 1 and 2 (ENC 1101 and ENC 1102)*. For Information Technology the AY2017-2018 admission requirements were: *Minimum GPA of 2.0 in*

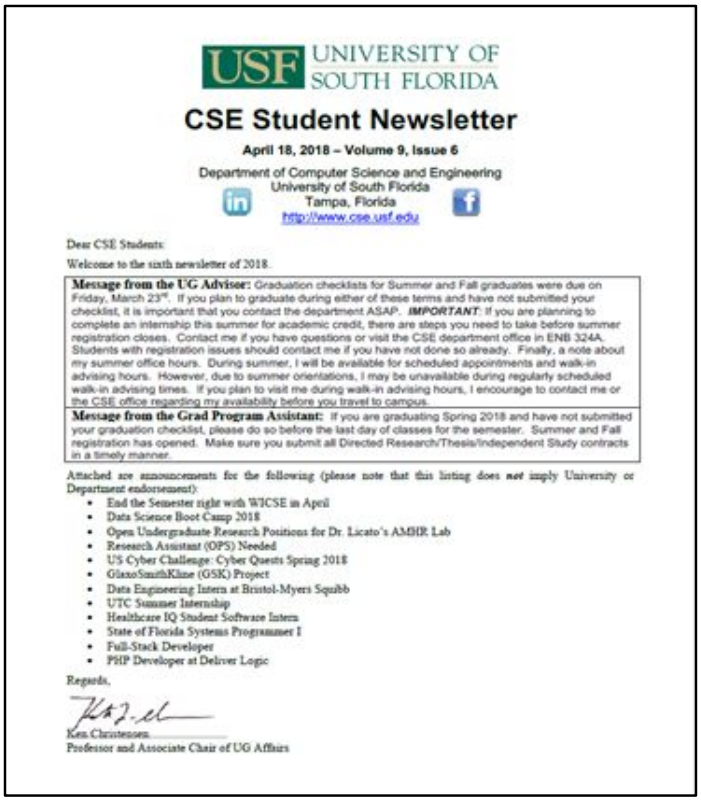
Introduction to Databases (CGS 1540), Discrete Math (MAD 2104), Programming Fundamentals for IT (COP 2512), and Object Oriented Design for IT (COP 2513).

Advising duties are split between the advising team. Dr. Morgan has been the first point of contact for all admitted students. He handled departmental admission, course permits, course equivalences, student petitions, schedule planning, advising for students with incomplete schedules, and other general student queries. At this time, advising duties are being split between Computer Science and Computer Engineering (Dr. John Morgan) and Information Technology (Ms. Fontalvo) with each advisor becoming the first point of contact for students in the respective programs.

Dr. Hendrix and Dr. Small contribute to departmental advising and handle graduation check-out for all graduating seniors (Dr. Hendrix for Computer Science and Computer Engineering, Dr. Small for Information Technology). The College has a formal graduation check-out procedure one semester before a student's anticipated graduation, which ensures that students have the right courses in place in the last semester before graduation. Dr. Hendrix and Dr. Small also handle Departmental career advising (which is mandatory and occurs as part of the graduation check-out procedure). Beyond the Departmental career advising, USF Career Services offers many career-related services including twice yearly career fairs. Dr. Christensen handles curriculum matters and supervises the overall advising process. He participates in the review and decision process for all student petitions. The two program assistants handle clerical requests from students, maintain student records, and assist with a growing number of requests for data collection and analysis.

Beginning in Spring 2017 and continuing through AY2017-2018 the advising team implemented a new "intrusive advising" effort to specifically identify students with schedules less than 15 credit hours and directly reach out to these students. These "sub 15" students were contacted and invited for an advising session where any bottlenecks, or other issues, preventing the student from registering for a load of 15 credit hours were resolved. This new intrusive advising is expected to reduce time-to-degree and reduce excess hours – two very important measures for the University and of direct benefit to the TEAm project in increasing degrees awarded per year.

The Department has a periodic student newsletter that includes messages from the advisor for students in the CS, CE and IT programs. . The cover of the newsletter – that contains the advising message – is shown below Following the cover page are announcements for scholarships, research experiences, internships, jobs, and so on.



USF UNIVERSITY OF SOUTH FLORIDA

CSE Student Newsletter

April 18, 2018 – Volume 9, Issue 6

Department of Computer Science and Engineering
University of South Florida
Tampa, Florida
http://www.cse.usf.edu

Dear CSE Students:

Welcome to the sixth newsletter of 2018.

Message from the UG Advisor: Graduation checklists for Summer and Fall graduates were due on Friday, March 23rd. If you plan to graduate during either of these terms and have not submitted your checklist, it is important that you contact the department ASAP. ***IMPORTANT***: If you are planning to complete an internship this summer for academic credit, there are steps you need to take before summer registration closes. Contact me if you have questions or visit the CSE department office in ENB 324A. Students with registration issues should contact me if you have not done so already. Finally, a note about my summer office hours. During summer, I will be available for scheduled appointments and walk-in advising hours. However, due to summer orientations, I may be unavailable during regularly scheduled walk-in advising times. If you plan to visit me during walk-in advising hours, I encourage to contact me or the CSE office regarding my availability before you travel to campus.

Message from the Grad Program Assistant: If you are graduating Spring 2018 and have not submitted your graduation checklist, please do so before the last day of classes for the semester. Summer and Fall registration has opened. Make sure you submit all Directed Research/Thesis/Independent Study contracts in a timely manner.

Attached are announcements for the following (please note that this listing does ***not*** imply University or Department endorsement):

- End the Semester right with WICSE in April
- Data Science Boot Camp 2018
- Open Undergraduate Research Positions for Dr. Licato's AMHR Lab
- Research Assistant (OPS) Needed
- US Cyber Challenge: Cyber Quests Spring 2018
- GlaxoSmithKline (GSK) Project
- Data Engineering Intern at Bristol-Myers Squibb
- UTC Summer Internship
- Healthcare IQ Student Software Intern
- State of Florida Systems Programmer I
- Full-Stack Developer
- PHP Developer at Deliver Logic

Regards,

Ken Christensen
Professor and Associate Chair of UG Affairs

In addition to advising, students also get mentoring from faculty. Every student in the Department has an assigned faculty mentor. Students are expected to meet with their faculty mentor once per year. Faculty mentoring focuses on career and graduate education (and less on day-to-day advising questions that are handled by the advising team).

Activities Specific to the MIS Program at USF

The Information Systems and Decision Sciences department employs one full-time Student Success Champion, Anna Bahvala, to develop, coordinate and execute student success initiatives. Many of the initiatives reported here were implemented by Anna.

Personal Advising and Communication

Students have received personal advising from the Student Success Champion regarding their resumes, career path, internships, job search, setting up online LinkedIn profiles, course work and involvement in on-campus activities. Numerous individual appointments were made regarding career goals, resume reviews, cover letter reviews, job search, graduation, and other advising as required to prepare the students for BAIS careers specifically.

While many of these interactions were through emails, students did come in for personal one on one sessions or sessions over the phone. The number of individual sessions with students are as follows.

- Fall 2017: over 50 visits
- Spring 2018: over 60 visits

Also, as noted above, regular personal email communication to and from students regarding graduation and their career path occurs on an on-going basis. These activities have resulted in significantly stronger relationships formed with the undergraduate students while they are in the program. These interactions help the department, college and university in numerous ways as we continue to build the relationships after students graduate.

Ensuring on time graduation
To expedite on-time graduation, during fall 2017 and spring 2018, the College of Business continued its efforts from last year to monitor students close to graduation to minimize disruption to their studies. This involved ongoing outreach to students to expedite student graduation.

Activities Specific to the Information Studies (IS) Program at USF
Whenever advisers encounter new policies or a change in procedures, the College of Arts & Science usually plans a training to go over how we are implementing things within our student populations. The Council for Academic Advising (CAA) which is a campus-wide group has a Professional Development Committee that usually puts on 1 or 2 workshops a semester for advisers to network and to keep up with trends all over campus.

The Office of Undergraduate Studies has a set of exploratory curriculum majors that are essentially GenEd paths to help undecided students find a major. Our advisers get some students from the Math, Engineering, & Technology track. http://www.usf.edu/undergrad/academic-advocacy/ecm/index.aspx

IS also gets students who are redirected from Business and Engineering because we are flexible in which courses we accept and can usually make some of the credit they have already earned apply to the major.

Our adviser is doing grad checks for all of the IS students. If a student falls under the old catalog and can graduate by taking less courses under the new catalog (most of the time this is the case) then she will email them and see if they want to change. As part of her

advising practice, she usually pulls a list of students who have not yet registered for the next semester and reach out to them and hold walk-ins for them specifically.

Walk-ins are offered periodically for registration questions/issues, withdrawal questions, and grad checks. Students who have withdrawn from a course or who receive a final grade below a C- also receive outreach and are individually invited to walk-ins.

New transfer students are invited to attend pre-orientation advising sessions prior to their orientation date where they can receive one on one attention in regards to remaining degree requirements, transfer of credit, and course scheduling for upcoming semesters.

As part of USF's student success initiatives, we are now incorporating new software into our advising practices. For example, Civitas is a predictive analytics tool used to see the likelihood a student will persist to the next semester and the various factors addressing their progress. Archivum is a tool used mainly for advisors to make referrals to other channels, such as Academic Advocates, Financial Aid, or Student Disability Services, so that there is a record for communication among offices and so that students can get the help they need whether it be academic or general wellbeing."

Activities Specific to FIU

Names and positions of the professional advisors:

Tiana Solis	Associate Director, School of Computing and Information Sciences, College of Engineering
Ruth Suarez	Senior Advisor, School of Computing and Information Sciences, College of Engineering
Myrian Herlle	Senior Advisor, School of Computing and Information Sciences, College of Engineering
William Solis	Academic Advisor II, School of Computing and Information Sciences, College of Engineering
Jeanely Guzman	Academic Advisor II, School of Computing and Information Sciences, College of Engineering
Federico Moscoso	Academic Advisor II, School of Computing and Information Sciences, College of Engineering

Academic advising plays a vital role in student success academically and holistically. The School of Computing and Information Sciences (SCIS) Advising Center is strategically located at the Tech Station PG6-100 Suite. The Center provides team rooms and space equipped with modern devices which allows the facilitation of a myriad of activities that integrate students, advisors, staff and faculty in a positive learning environment. With a community building and learning mission in mind, the advising team continues to provide unique services to Computer Science, Information Technology and Exploratory students with the "High Tech High Touch" motto. Like no other on campus, the center is open for services after hours and on Saturdays to serve our working student population.

Advisor Role and Responsibilities

a. Monitor progress toward educational/career goals.
b. Help students define and develop realistic educational career plans.
c. Assist students in planning a program consistent with their strengths, abilities, goals, and interests.
d. Discuss and reinforce linkage and relationships between instructional program and occupation/career.
e. Interpret and provide rationale for instructional policies, procedures, and requirements.
f. Approve designated educational transactions (e.g., drops and adds, withdrawals, waivers, graduation requirements, etc.).
g. Refer students when academic, or other personal problems require intervention by other professionals.
h. Inform students of the nature of the advisor/advisee relationship.
i. Assist advisees in identifying career opportunities.
j. Develop a caring relationship with advisees.
k. Reviewing Freshman and Transfer Orientation sessions
l. My Major Tabling at Freshman Orientation

m. Attend FIU / Miami Dace College Day
n. Support the Engagement, Learning, and Success of At-Risk Students
o. Be there for the students

Advisors supporting WICS-UPE (SCIS Student organizations) event

The number of students who visited the advising center for advising, tutoring and for using the team rooms are, from July 2017 to May 2018: 388, 665, 166, 491, 360, 99, 349, 123, 287, 571, 291, respectively for a total of 3,790 students.

As of May 2018 the total number of undergraduate Computer Science and Information Technology majors is 2,466. This is a large enrollment increase compared to last year (1,987 students). The advisor/advisee case load is as follows: Tiana Solis (95), Ruth Suarez (614), Myrian Herile (516), William Solis (600), Jeanely Guzman (515), Federico Moscoso (126).

Advising activities performed by the professional advisors include:

SUMMER 2017

New Student Orientation

- About: Facilitate sessions for incoming First-Time-in-College (FTIC) students. Discuss university and major requirements, how to be successful students, and hold one-on-one advising sessions to determine appropriate classes.
- In addition to advising new students, advisors offer their expertise at change of major tables, Parent Socials, and/or enroll students in the Computer Lab
- Date(s): Various from May to August

Transfer Student Orientation

- About: Facilitate sessions for incoming transfer students. Discuss university and major requirements, how to be successful students, and hold one-on-one advising sessions to determine appropriate classes.
- Date(s): Various

VIP Project - ASI PantherCentric 1.0

- Project has two goals: 1) to evaluate the state of usability of the Academic Success Initiative web application to attract and retain users, and 2) to centralize data display, as a tool to measure the impact of tutoring services in student success. Link for more information: https://seniorproject.cis.fiu.edu/semester/2016-2017-summer/

Induction to the Profession Ceremony Participation

- Date: July 31st

FALL 2017

SCIS Week of Welcome

About: 1-week long event filled with activities and workshops specifically for students within SCIS. This will ultimately encourage faculty-student interaction, increase student morale, boosts the Advising Center's visibility, and encourages networking opportunities.

- Date(s): Week of August 29, 2017
- Workshops/Activities: Planning the Next 4 Years workshop, Student vs. Faculty Quiz Hour, Career & Student Organization Fair, Explore Our Facilities Scavenger Hunt, Web Development Workshop by UPE

Group Advising/Graduation Check (Seniors)

- About: Workshop geared towards checking graduation requirements and going through Panther Degree Audit followed by one-on-one advising sessions

Professional Advisors Meetings

- Date: Sep 19, 2017

Group Advising (Freshmen)

- About: Workshop introducing and understanding the Panther Degree Audit followed by one-on-one advising

International Symposium on Sensor Networks, Systems & Security

- Date(s): August 31st - September 2nd

Adobe Connect Training

- Date: October 25th

Success Coach Training

- Date: Nov 30, 2017: In collaboration of the Success Coach and Dr. Bejar's office

Senior Project Judge

- Date: December 1st

Puerto Rico Training Group Advising

- Date: December 6, 2017

Exploratory Group Advising to Computer Science, BA

- Date: December 15, 2017

Upsilon Pi Epsilon - Induction Ceremony

- Date: December 15

Induction to the Profession Ceremony Participation

- Date: December 16th

SPRING 2018

The Success Ladder Workshop

- About: Workshop session for students on academic warning and probation status. Topics discussed include: resources such as tutoring services provided by the Academic Success Initiative, STARS and the Learning Center at FIU. A conversation about strategies to improve grades to surpass a 2.0 GPA (i.e.: usage of the Forgiveness Policy).
- Date(s): January 26, 2017
- Served: 4 students

Group Advising (Freshmen)

- About: Workshop introducing and understanding the Panther Degree Audit followed by one-on-one advising
- Date(s): Week of January 30, 2017
- Served: 18 students

Group Advising/Graduation Check (Seniors)

- About: Workshop geared towards checking graduation requirements and understanding Panther Degree Audit followed by one-on-one advising sessions
- Date(s): Week of January 30, 2017

Group Advising (Sophomores/Juniors)

- About: Workshop to answer questions about the Panther Degree Audit and major requirements followed by one-on-one advising
- Date(s): Week of January 30, 2017
- Served: 55 students

SLS 1402 (Discover Your Major) Class Visits

- About: Spoke with class participants about requirements for the B.S. in Computer Science and Information Technology, job outlook, salary potentials, and expectations.
- Date(s): Various

Miami Dade Advising Info Sessions w/ Engineering

- About: Traveled to MDC to meet with prospective transfer students to discuss degree requirements and admission standards
- Dates: April 19, 2017 MDC North - Attendance : Approx. 12 students
  May 17, 2017 Kendall Campus - Attendance: Approx. 30-40 students
  Feb 22, 2017, MDC Transfer, MDC Hialeah
  Sep 29, 2017, FIU-MDC STEM Day
  Oct 18, 2017, MDC (North Campus) Advising
  Feb 1, 2018, MDC (North Campus) Transfer Pathways
  Mar 22, 2018, MDC Group Advising (Wolfson)
  April 4, 2018, FIU-MDC Day

Leadership Summit

- Date: February 3rd

Professional Advisor Meetings

- Feb 8, 2018, Professional Advisors Meeting
- Apr 10, 2018, Professional Advisors Meeting

National Student Success Conference: Innovators and Innovations

- Date: February 21 - 22

FIU Advisors' Conference - Advising Awakens - Using the Force to Transform the Student Experience

- Date: February 23

SCIS Advisors Volunteer for FLACADA

- Date: February 24

First Fully Online Group Advising Session

- Date: February 28th- 51 students registered

FIU Service and Recognition Awards Ceremony

- Date: March 2nd.The advising Team were nominated for Outstanding Service Award

5th Annual CfAS Symposium, FIU

- Date: March 7

Women in Cybersecurity:

- Date: March 23-24: Chicago - Partial Scholarship for student engagement

First Annual Senior Design Project Showcase

- Date: April 20

Seamless Transfer Pathways Prototyping Session

- Date: April 27th-FIU advisors meet with MDC advisors about how to better transfer students' transition to FIU

Upsilon Pi Epsilon - Induction Ceremony

- Date: April 27

FIU Burning Glass Workshop

- Date: May 3rd: Learn how to inspire and guide students toward their career goals (technical jobs)

NCWIT Summit on Women and IT: Where conversations Lead Co change

- Date: May 15 -17 Dallas Texas
- Collaborated with faculty members and the STEM Coordinator in the efforts to recruit and retain women in SCIS. Received funding from the National Center for Women & IT organization for participating in the Extension Services for Undergraduate Programs (Learning Circles).

Activity 6: Enhancing Tutoring for Gateway Courses

Activities Specific to UCF

Computer Science (CS) at UCF continued its efforts in the 2017-18 academic year to improve the gateway courses for the CS and Information Technology (IT) majors, and these courses continued to see a large surge in enrollment. We consider the following to be the gateway courses in the CS and IT degree programs:

COP 3223C (Introduction to Programming with C), required by both CS and IT,
COP 3330 (Object-oriented Programming), required by both CS and IT,
COP 3502C (Computer Science I), required by the CS degree program, and
COT 3100 (Introduction to Discrete Structures), required by the CS degree program.

The support given to these courses for Summer 2017 was as follows.

Course	Hours per week	FTE GTAs
COP 3223C	40	2
COP 3330	60	3
COP 3502C	80	4
COT 3100C	60	3
Grand Total	240	12

The support given to these courses from the BOG grant in Fall 2017 was as follows.

Course	Hours per week	FTE GTAs
COP 3223C	200	10
COP 3330	80	4
COP 3502C	20	1
Grand Total	300	15

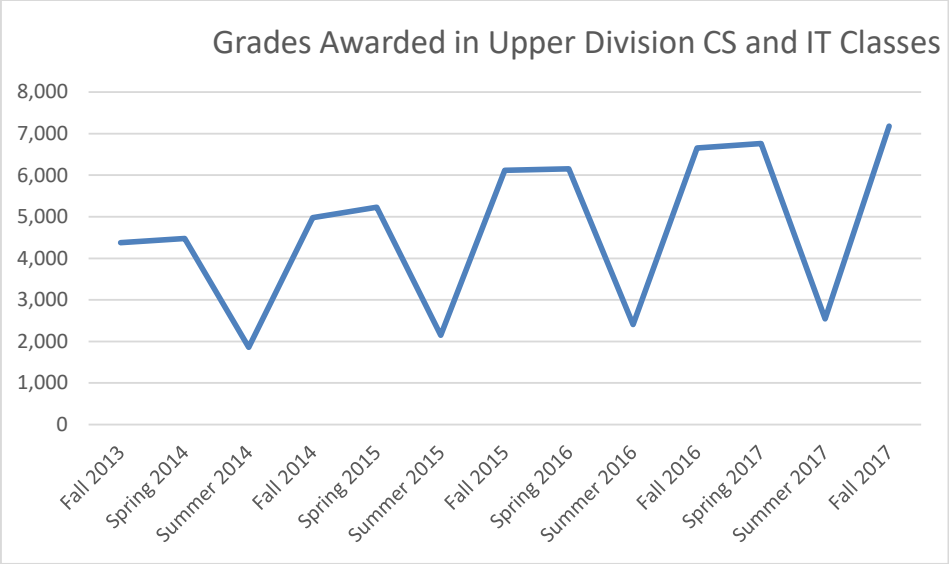
The same number of GTAs were supported on the BOG in Spring 2018, for the same courses as in Fall 2017.

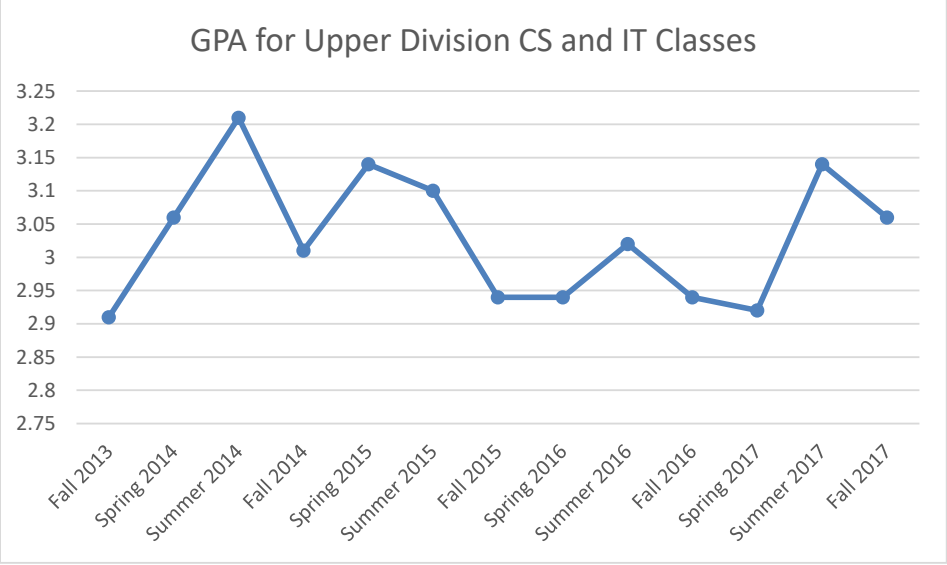
Below we compare the enrollments and GPA outcomes for the important gateway courses offered in Fall 2017 with those offered in Fall 2013 before receiving the BOG TEAm award. (Note that Fall 2017 is the last semester for which grading data is available

at UCF. Also Fall 2014 was the first semester that utilized BOG TEAm funds to enhance tutoring in our gateway courses.)

Upper division undergraduate courses

Enrollment in upper division (3000 and 4000 level) CS and IT courses has increased dramatically since 2013, as can be seen from the graph of the grades awarded below.

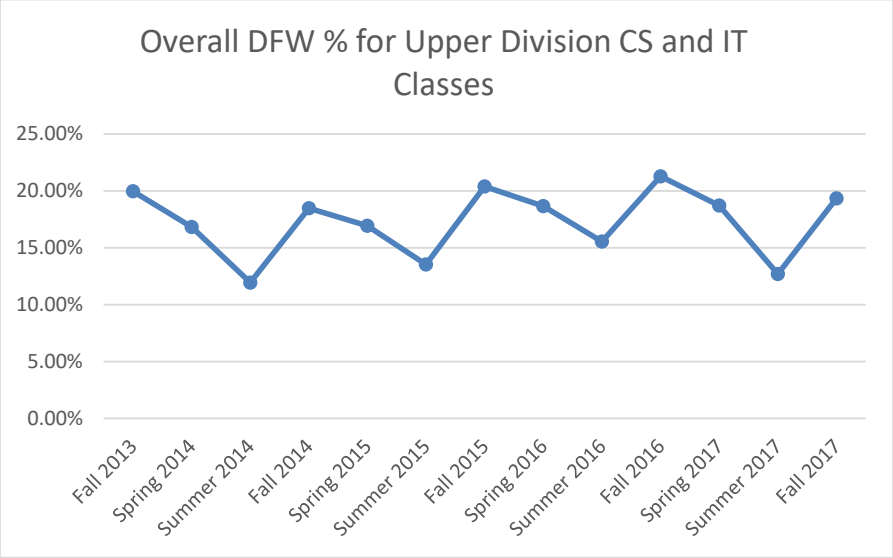




The resources provided by the BOG TEAm grant allowed the department of Computer Science to offer more sections while maintaining quality instruction, as evidenced by a relatively constant GPA, despite these increases in enrollment.

In Fall 2016 20 FTE TAs and graders were used in upper division CS and IT courses, but in Fall 2017 only 15 FTE TAs were available. However, these extra resources have resulted in holding the overall GPA for CS and IT upper division classes relatively constant, from the 2.91 in Fall 2013 to an only marginally higher 3.06 in Fall 2017.

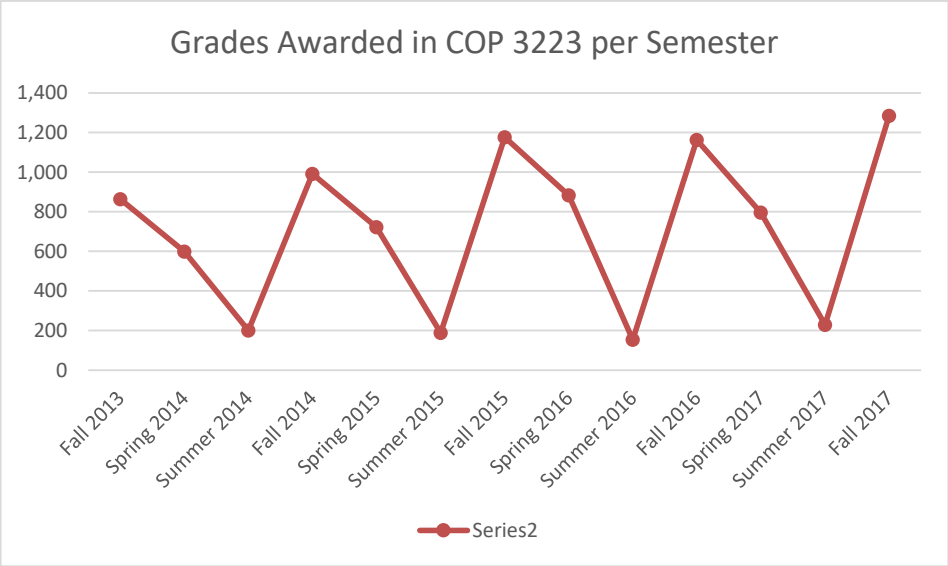
The overall DFW percentage (which consists of the grades of D+, D, D-, F, NC, WF, W, U and WP grades) for the CS and IT upper division courses also remained relatively constant from Fall 2013 through Fall 2017, as can be seen in the following graph. It slightly decreased increased from 19.93% in Fall 2013 to 19.33% in Fall 2017.



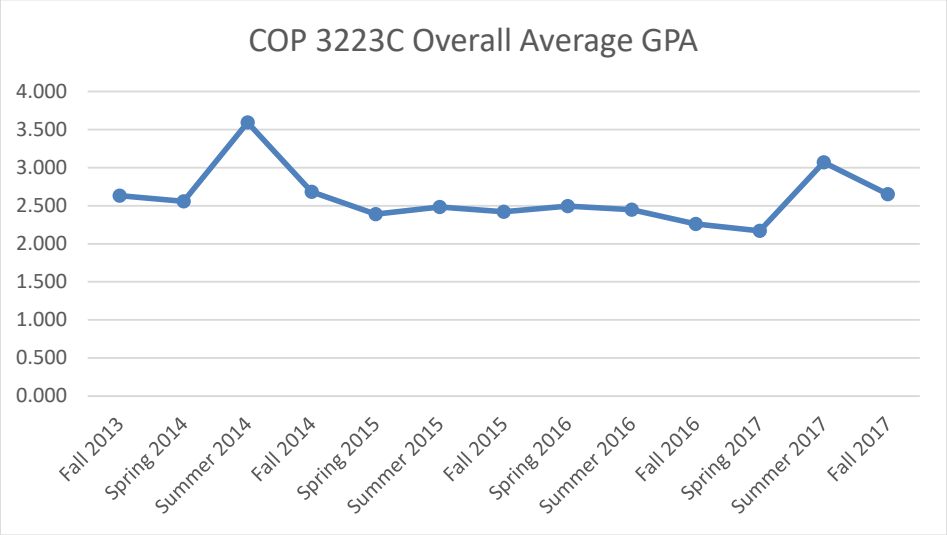
COP 3223

In COP 3223 (Introduction to Programming with C), UCF taught 1,284 students in Fall 2017 compared to 863 in Fall 2013. (Honors sections are not included in these comparisons.) The enhanced resources provided by the BOG TEAm grant were used not only to cope with the enrollment surge of over 400 students but also to provide enhanced tutoring quality. The enhanced resources for COP 3223 were 10 FTE of GTAs; the course is also served by hourly graders (mostly MS students) and hourly undergraduate graders.

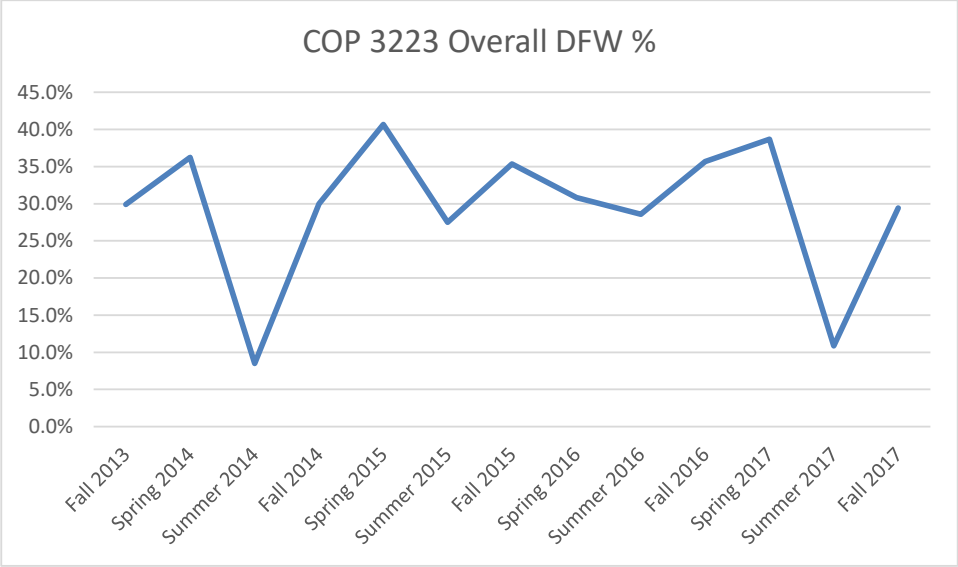
These resources were used to teach recitation sections, to hold study sessions, and to perform grading. TAs held office hours in a common room where they were available to all students in the class, regardless of section. The UTAs were used to give early feedback to students. The department introduced scheduled recitation sections for COP 3223 in 2015 and these were further refined by tying them to the lecture sections in 2016. Some faculty used the TAs to have more tests in class and to give more timely feedback to students. These changes have enabled us to teach this course at a more rigorous technical quality than in Fall 2013. As can be seen in the following graph, there has been a surge in enrollment in the non-summer offerings of the course.



Despite this enrollment surge, due to the increased instructional resources, the average GPA for the course slightly improved (2.63 in Fall 2013 to 2.65 in Fall 2017).



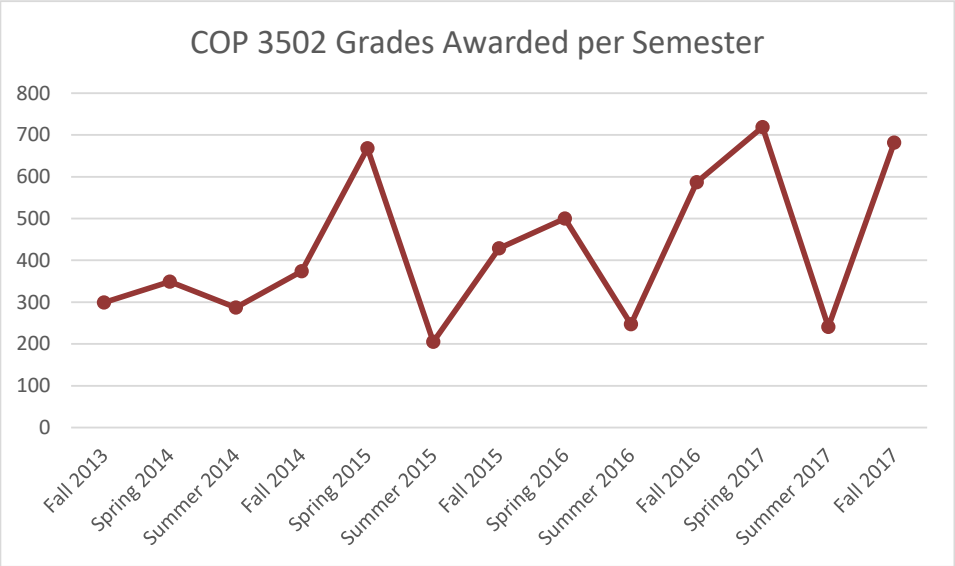
Furthermore, the DFW percentage has slightly decreased from 29.9% in Fall 2013 to 29.4% in Fall 2017.



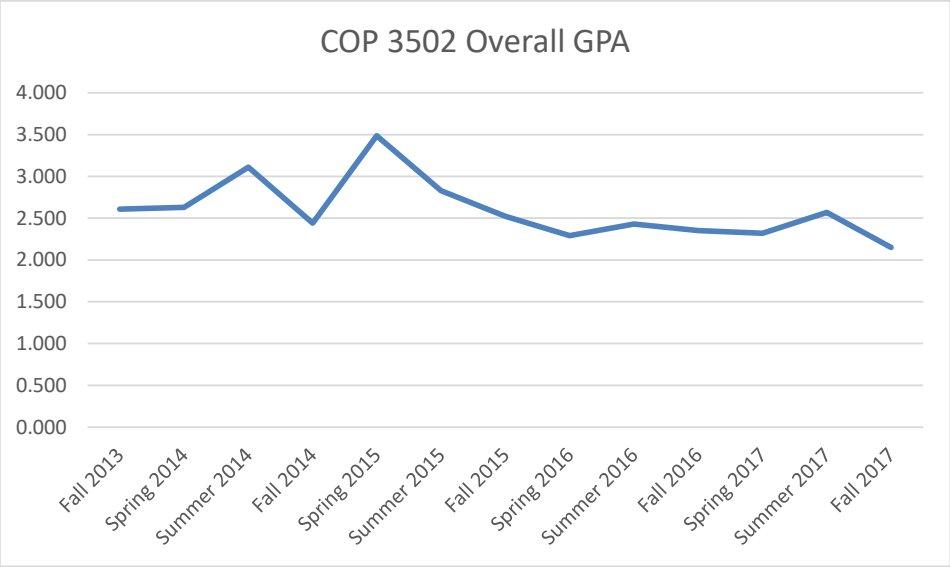
In summary, the BOG TEAm resources have allowed the department to maintain and slightly improve quality of instruction and slightly decrease DFW grades in COP 3223.

COP 3502

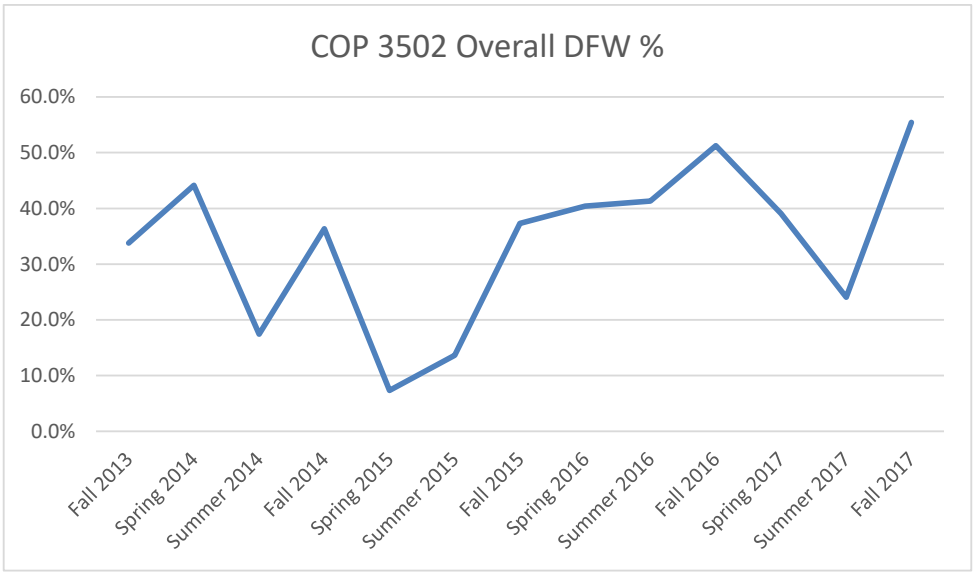
Enrollment in COP 3502 (Computer Science I), more than doubled from 299 in Fall 2013 to 682 in Fall 2017. Note that this course is almost entirely populated by CS and IT majors.



The enhanced resources provided by the BOG TEAm grant were 1 FTE GTA; the course is also served by non-BOG GTAs and by undergraduate graders. These resources were used to cope with the enrollment surge and increase the rigor of the course and attempt to maintain the quality of feedback and tutoring. A crucial need in COP 3502 is for office hours, so students can have their individual questions answered. The teaching GTAs and undergraduate graders spent half of their time answering questions from students. This has enabled us to teach this course at a more rigorous technical quality than in Fall 2013. Despite the surge in enrollment, due to the increased instructional resources, the GPA average has stayed predominantly in the 2.5 GPA range, as can be seen in the following graph.

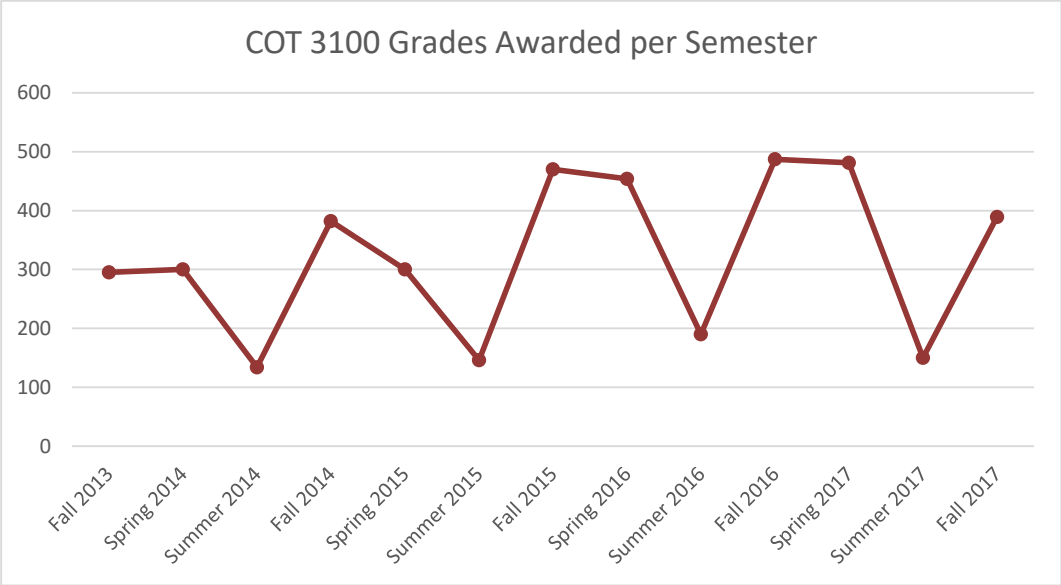


The additional resources have allowed the department to keep the DFW percentage relatively stable as well. As shown in the graph below, it has stayed in the 40% range with some significant dips and rises above these levels at specific semesters (e.g., 10% in Spring 2015, 50%+ in Fall 2017; note that the DFW's in the summer are in most instances well below the 40% range most likely because of the size of the classes and the fact that students do not have a full academic load).

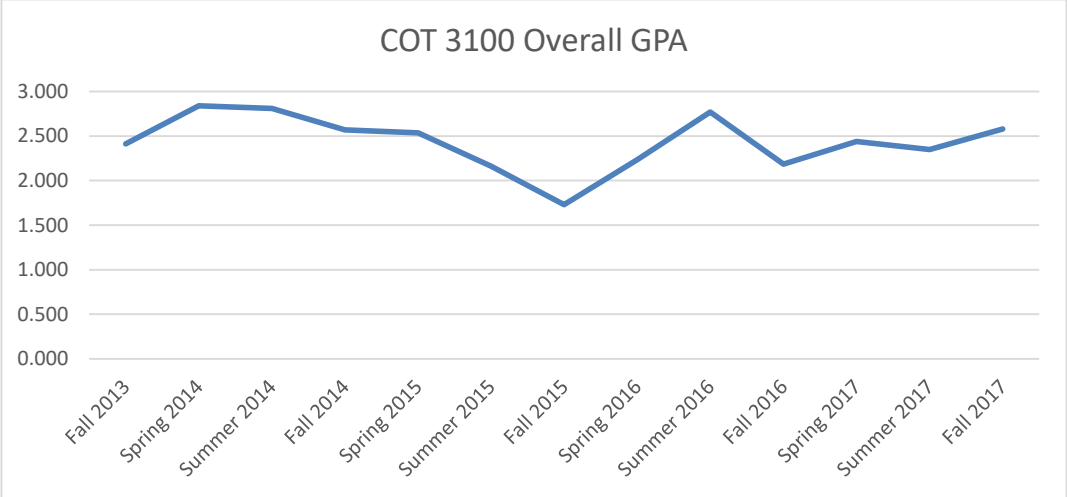


COT 3100

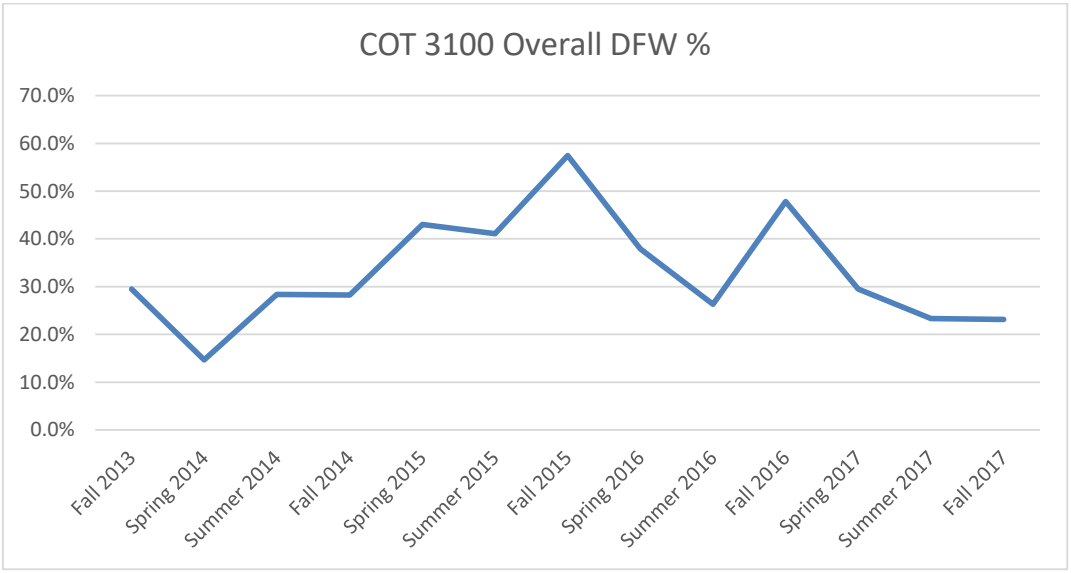
In COT 3100 (Introduction to Discrete Structures) UCF taught 389 students in Fall 2017 compared to 295 in Fall 2013. The Enrollment picture for the course is as follows, depicting a definitive growing number of students taking this course.



The BOG TEAm grant resources were not used for COT 3100 in Fall 2017; instead the department used support from undergraduate graders. Starting in Summer 2016 we only allowed students to enroll in a recitation section that was synchronized with their lecture section. The average GPA was 2.58 in Fall 2017 compared to 2.41 in Fall 2013. The graph below shows that the new policy regarding section enrollment has brought the GPA in COT 3100 back to previous levels. Overall, GPA for COT 3100 hovers around 2.5.

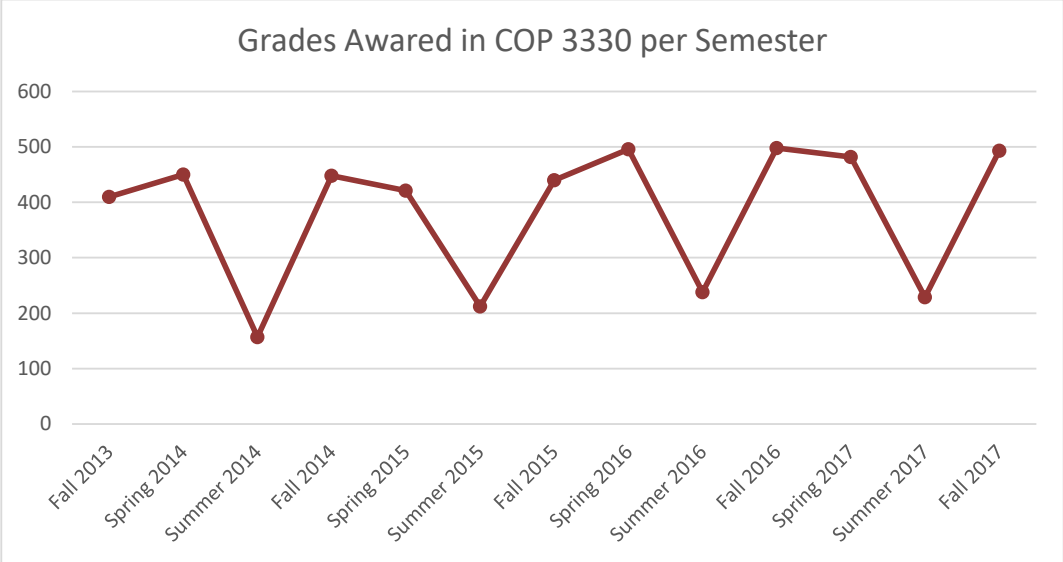


The DFW percentage for COT 3100 has declined since 2015. It was 29.5% in Fall 2013 and was 23.1% in Fall 2017. Overall, the DFW's hover in the 40% territory with some rises above and some dips below this threshold, mostly dips below the 40% territory.

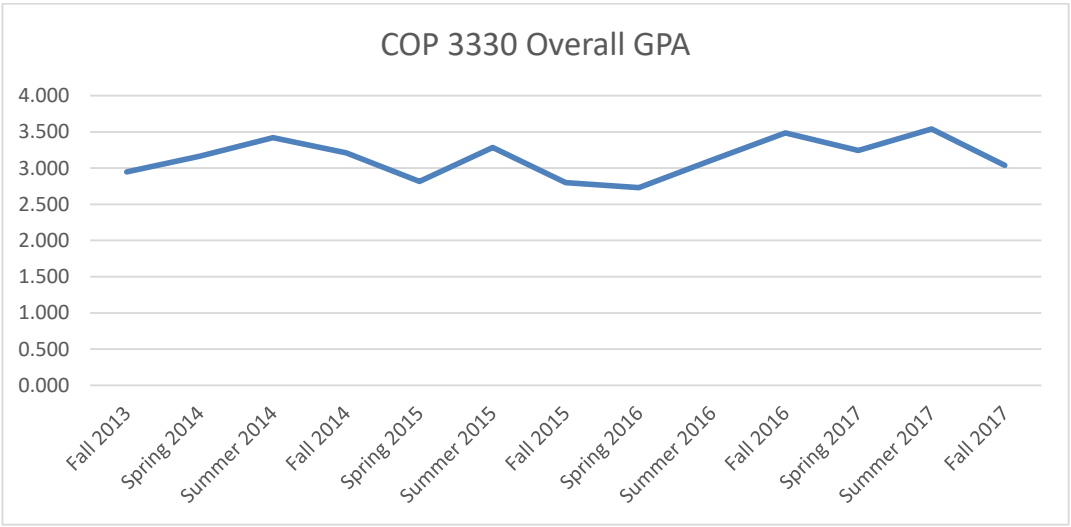


COP 3330

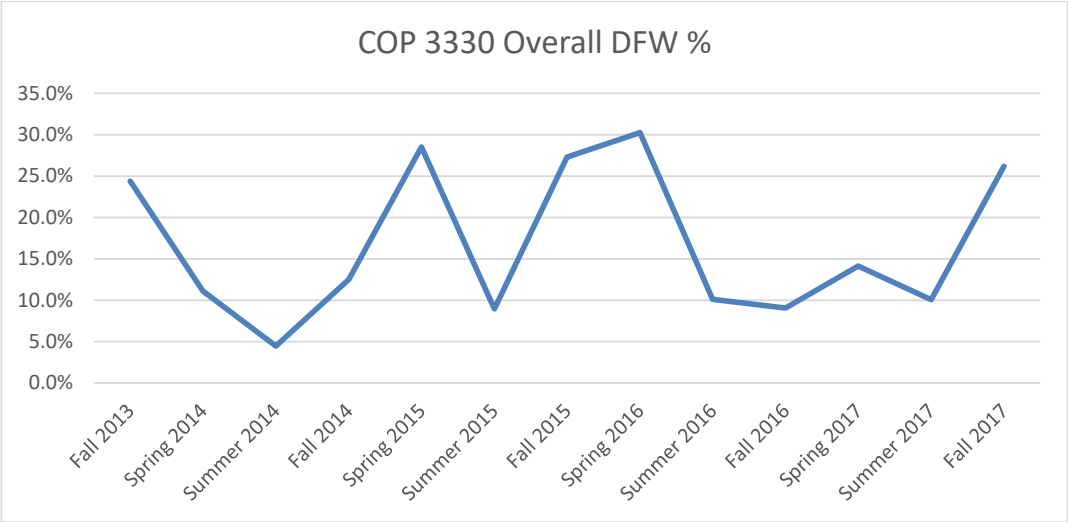
In COP 3330 (Object Oriented Programming) UCF taught 493 students in Fall 2017 compared to 410 in Fall 2013. Students in this course are mostly CS majors.



The BOG TEAm grant provided 4 FTE GTA for the course in Fall 2017. These enhanced resources provided were used not only to cope with the enrollment increase of 88 students but also to provide enhanced tutoring quality (e.g., GTAs were used to provide enhanced feedback to students). The GPA average for COP 3330 has remained relatively constant (in the 3.0 range). It increased from 2.95 in Fall 2013 to 3.04 in Fall 2017.



The DFW percentage for COP 3330 has varied between semesters, but mostly has hovered around the 20% threshold (with some rises above and some dips below this threshold). It was 24.4% in Fall 2013 and 26.2% in Fall 2017.



Activities Specific to USF

Activities of the CS/IT/CpE Programs at USF

The TEAm grant has enabled the addition of about 15 new TAs to the CS, CpE, and IT programs in the Department of Computer Science and Engineering. These additional TAs have facilitated both larger classes and additional (more) classes. The additional TA support from the TEAm grant has helped students to make faster progress through our CS, CpE, and IT programs with enrollment and graduation rates continuing to increase. For the last two academic years, 35% of all undergraduate students in the College of Engineering were either admitted or "pre" CS, CpE, or IT students. That is, the Department of Computer Science and Engineering continues to have over one-third of the undergraduate student population in the College of Engineering. For the CS and CpE programs, our two gateway courses are:

- COP 3514 Program Design
- CDA 3103 Computer Organization

A grade of "B" best attempt (with a maximum of two attempts) is required for these courses. Both of these courses used multiple TAs funded form the TEAm grant to support student learning and improve student outcomes.

For the IT program we have no defined gateway course, but there are four courses used for admission (or entrance) into the program. The courses are:

- CGS 1540 Introduction to Databases
- MAD 2104 Discrete Mathematics
- COP 2512 Foundations of Programming
- COP 2513 Object Oriented Programming for IT

A grade of "C" best attempt is required for these courses. All of these courses used multiple TAs funded from the TEAm grant to support student learning and improve student outcomes.

The below table shows the number of student enrolled for Summer 2017, Fall 2017, and Spring 2018 for the above noted courses. COP 3514 and CDA 3103 typically have two sections and were taught in a traditional face-to-face format. CGS 1540, MAD 2104, COP 2512, and COP 2513 were taught online. TAs are allocated roughly as 10 hours of TA support per 30 students in the class. Some classes (such as gateway programming class typically do get a higher level of TA support, where other classes with less programming and more theory may get a lower level of TA support).

Class	Summer 2017	Fall 2017	Spring 2018
COP 3514	62	158	147
CDA 3103	51	116	127
CGS 1540	59	139	139
MAD 2104	Not offered	138	122
COP 2512	52	140	133
COP 2513	Not offered	89	113

To better support student success in the CS and CpE gateway courses and IT entrance courses, and in all courses with programming assignments, the Programming Resource Center (PRC) was created in Spring 2016 (as described in the 2016 CSIT TEAm annual report). The PRC is a "one stop shop" for all student programming assistance needs and

is located in the main teaching laboratory (the so-called "C4 Lab") for the Department. The PRC is staffed by TAs to provide assistance to any CS, CpE, and IT student in a class with programming assignments. The PRC does not replace the help students get from the TAs assigned for a specific class, but instead supplements this help. The PRC has been very successful in providing additional help to students – part of the success is (we believe) due to it colocation in the teaching laboratory where students work on programming assignments. Starting in Fall 2018 the plan is that additional TAs will be collocated in the C4 Lab to further enhance accessibility of TAs to students.

Activities Specific to the MIS Program at USF
The USF AIS (Association for Information Systems) Chapter provided ongoing tutoring in C# for ISM3232, JAVA for ISM4141, Database Administration and Design for ISM4212 during the Fall 2017 semester. Additionally, the ISDS department promoted the YouTube channel with the custom produced 32 videos to help students with one of the most important programming classes with which students sometimes struggle. The videos produced as a result of the TEAm initiative can be seen at:
https://www.youtube.com/channel/UCrXfVaO_TG-nrbDzteaunIA

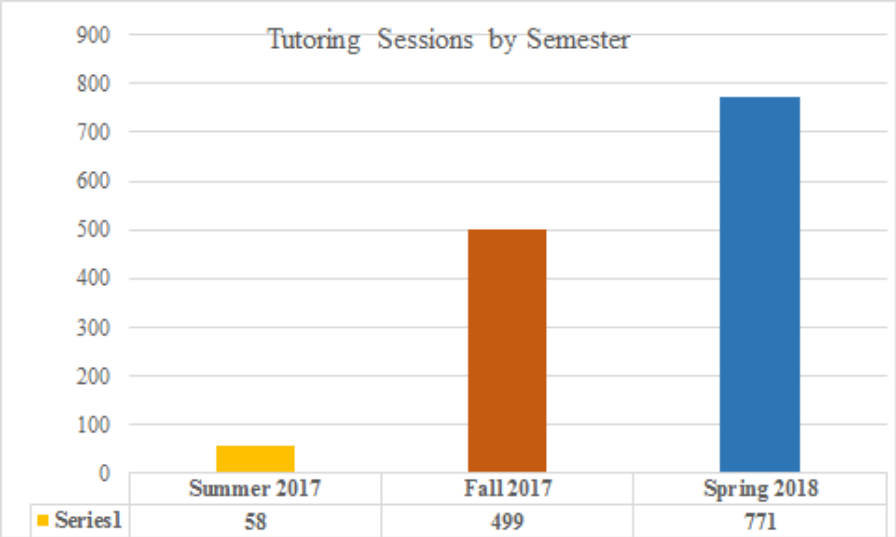
Activities Specific to the IS Program at USF
None noted.

Activities Specific to FIU:

Academic Success Initiative (ASI) Activities Report
The aim of this report is to inform the School of Computing and Information Sciences and the College of Engineering the Academic Success Initiative (ASI) tutoring activities during the 2017 - 2018 fiscal year.

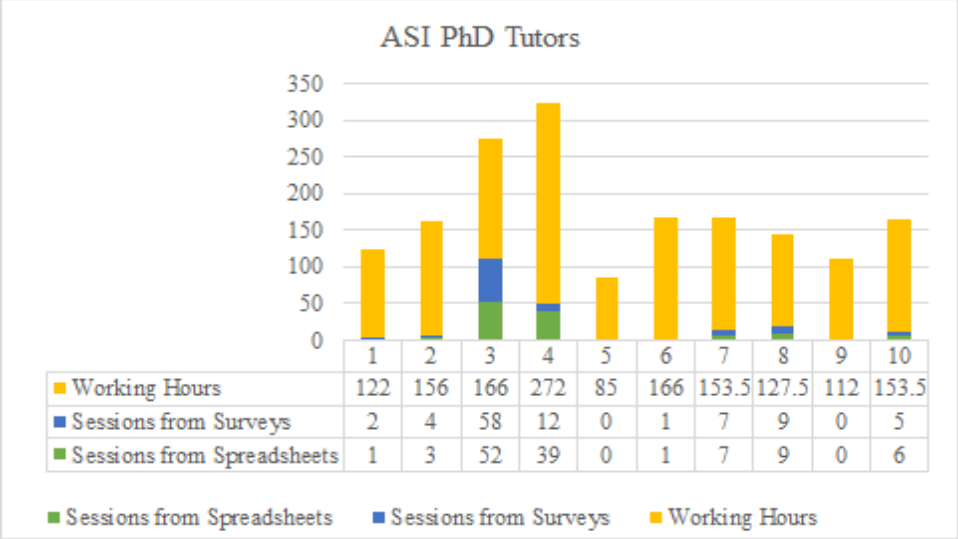
The Academic Success Initiative (ASI) is a unique tutoring program in the School of Computing and Information Sciences created to assist students with the challenging curricula these majors pose to the students. Thus, during the Fall 2017 semester, a total of 499 tutoring sessions were scheduled for various courses. In Spring 2018, the number increased to 771 sessions. The figure below shows the comparison between both semesters, which add a total of 1,328 sessions.

Tutoring Sessions

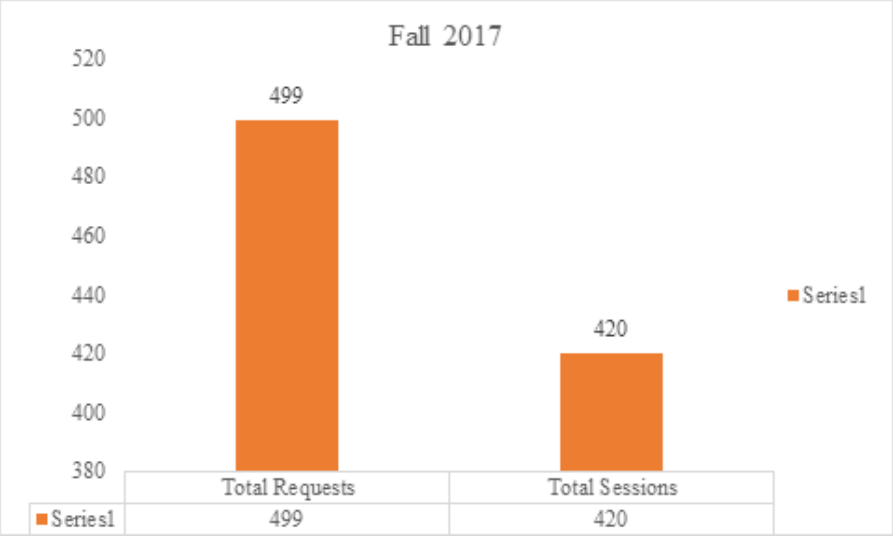


Summer 2017

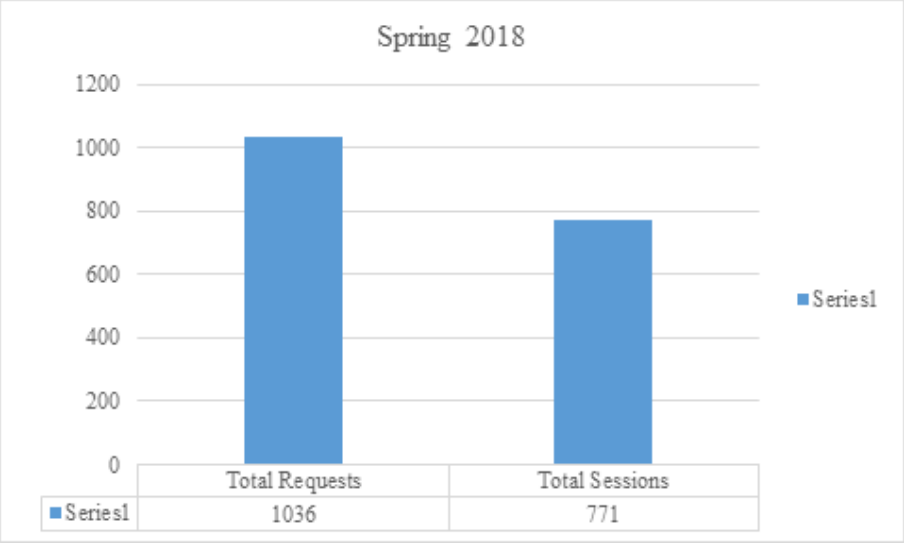
For the first time, ASI worked with doctoral students who were pursuing a PhD in Computer Science. This group facilitated tutoring service on a walk-in basis, and helped with research activities.



Fall 2017
During the fall semester of 2017, we received 499 requests for tutoring, but only 420 sessions were completed.



Spring 2018
During the spring semester of 2018, we received 1,036 requests for tutoring, but only 771 sessions were completed.



The number of requests and sessions completed during the Fall 2017 (499/420) are approximately 50% less than in spring 2018 (1036/771) due to the impact of Hurricane Irma to the region. However, it is important to note that numbers of requests for tutoring decline throughout the semester (i.e. dropped courses after midterm week).

Activity 7: Co-ordination of Student Training for Certifications

Among the three institutions, the primary effort in training students for the certification exams has been done by the lead institution UCF. In what follows, we describe the certification training effort specific to each institution.

Activities Specific to UCF

CECS Certification Program Overview

The CECS Certification Program continues to encourage its students to distinguish themselves as candidates for IT-related positions in Florida by becoming certified in areas important to Florida companies. This is being enabled through offering of certification online self-paced study materials. The objective of providing these online courses is to lower barriers to certification associated with access, time, and/or cost. UCF CECS has been designated as an Academy Partner with CompTIA and CIW, which will allow the sale of exam vouchers at discounted rates. Additionally, UCF partnered with third party vendors such as TestOut and CIW Certification Partners for discounted online study materials.

The program launched in Fall 2013 and to-date the most popular certifications has been identified for online study materials. Originally, 11 courses were offered; however, the number of courses was decreased due to low or no enrollment to some courses. Nine courses were offered over the Fall 2017 and Spring 2018 which included CompTIA A+, CompTIA Network+, CompTIA Security+, CompTIA Linux+ and OCA Java SE7, CIW JavaScript and OCA Database 11g, MSCA: Server 2012 and CCNA.

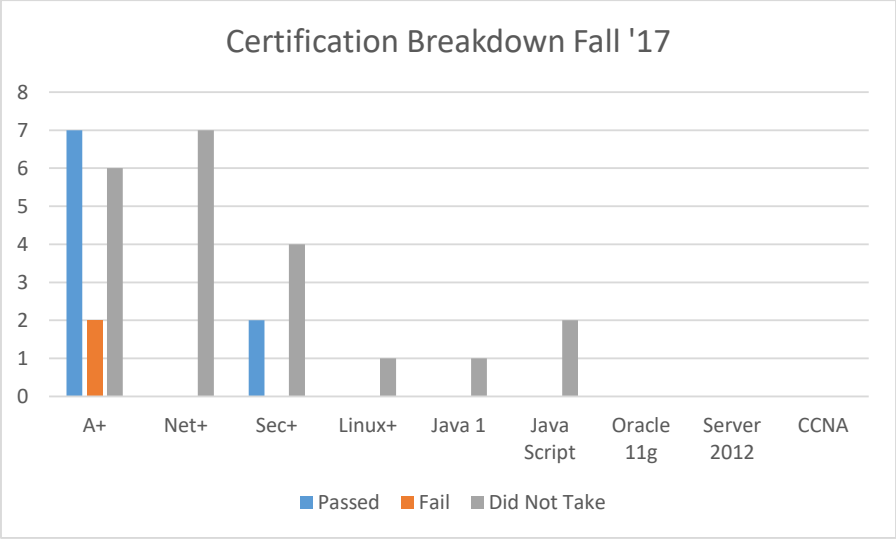
In the past, the program partnered with certified educators in the respected area to offer certification preparation seminars on campus. These partners include John Edison who is OCA Java SE 7 and CIW JavaScript Specialist certified, Kahn Vu who is certified in Cisco CCNA Routing and Switching, and Thomas Nedorost who is certified in CompTIA Security+ and CompTIA Network+. The certification program started to offer limited faculty instruction as of Summer 2016 and by Fall 2016 it was discontinued. Note that the College's IT department maintains the website where students can register for these Certification Preparation classes. It is also worth noting that the College maintains a separate web-site for students to submit their documents for the award.

A summary of activities:

- Delivered the certification preparation seminars

- Enhanced a web portal for students to register for courses and provide proof of certificates
- Held an awards seminar for students to share their success
- Created a web portal for students to register for the award
- Renewed CompTIA Academy Partner status
- Designated a CIW Academy Partner
- Mari Pina (Certification Coordinator) promoted the program by making classroom visits and tabling in Harris Engineering Center
- Ms. Pina also sent email blasts to students in CECS, made announcements on WebCourses, posted flyers on bulletin boards, and posted PowerPoint presentations to be displayed across engineering buildings
- Held a Certification Award Seminar
- In an attempt to boost the success rates, a $300 award has been available to students. A single award seminar is held every year. This award would cover the cost of the students' certification exam if (i) they become certified before the deadline, (ii) attend the annual awards seminar, (iii) submit a personal statement, and (iv) submit a cover letter requesting the award.

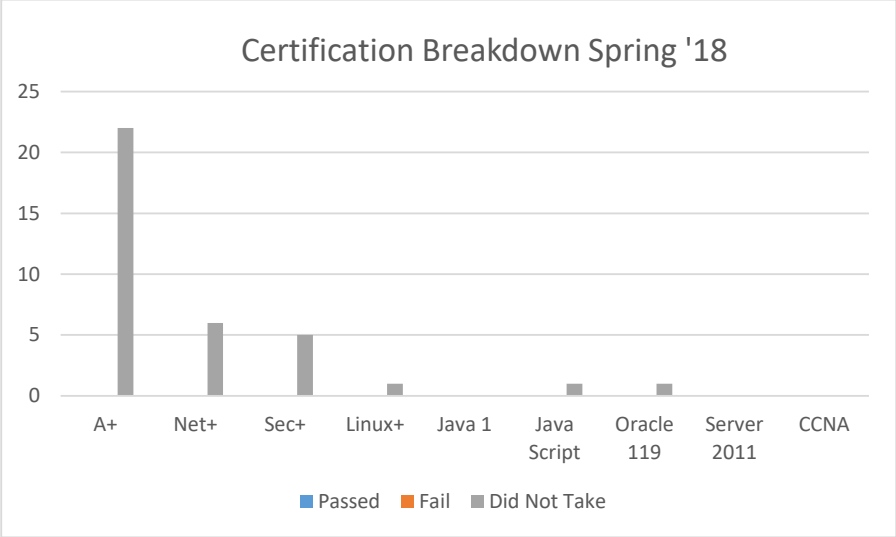
Certification Program Outcomes



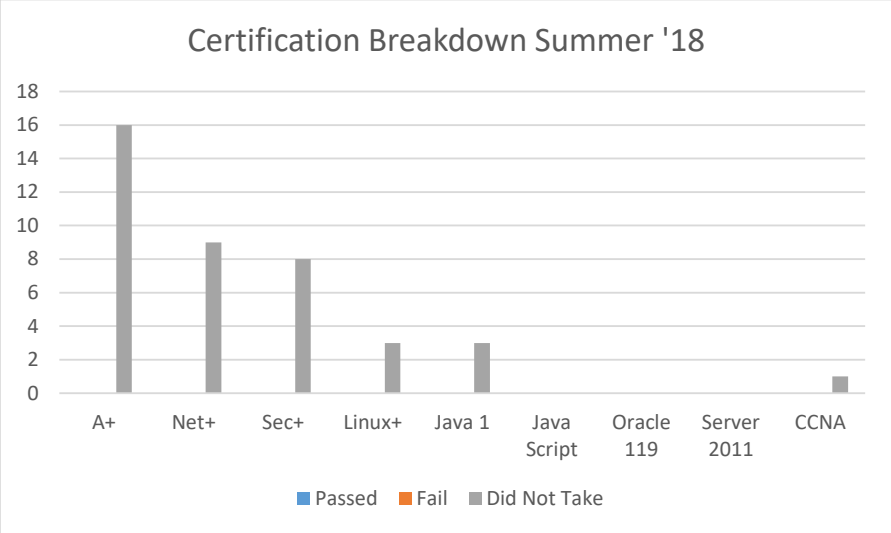
The mission of the certification program is to boost the number of undergraduates who hold an industry related professional certification prior to graduation. In the various charts provided (above and below) is a breakdown by semester of the student involvement in the program. Nine courses were offered over the Fall 2017 and Spring

2018 which include CompTIA A+, CompTIA Network+, CompTIA Security+, CompTIA Linux+, OCA Database 11g, OCP Java SE7, CIW JavaScript Specialist, MSCA: Server 2012 and CCNA.

The chart above breaks down the results from the Fall 2017 semester. A total of 32 enroll in the program. 15 students signed up for CompTIA's A+ certification where 7 have passed, 2 failed, and 6 have not taken the exam yet. A total of 7 students signed up for CompTIA's Network+ where 0 have passed, 0 failed, and 7 have yet to take the exam. Of the 6 students who signed up for CompTIA's Security+, 2 have passed, 0 failed, and 4 need to take the exam. 1 student signed up for CompTIA Linux+ but has not taken the exam. 1 student signed up for the OCA Java SE 7 and 2 signed up for CIW JavaScript, but they have not taken the certification exam.

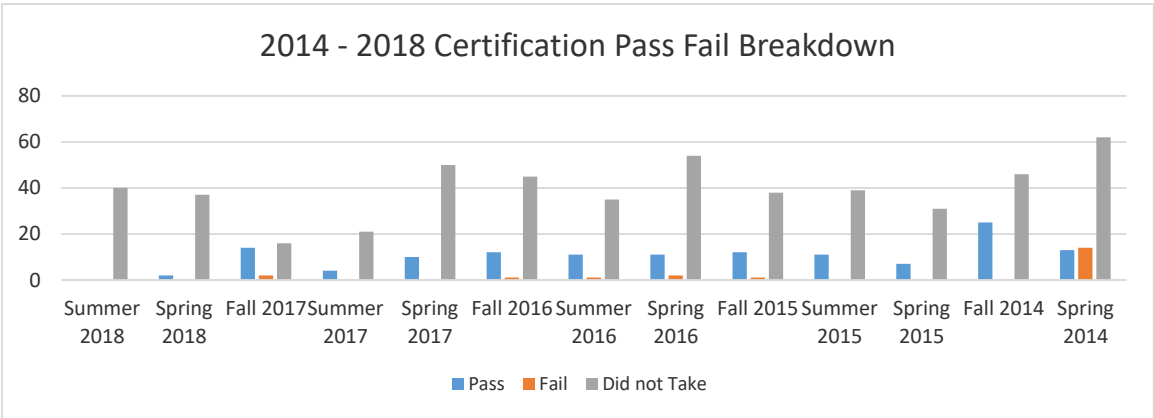


The chart above breaks down the results from the Spring 2018 semester. 36 Students signed up for CompTIA A+ (22), Network+ (6), Security+ (5), Linux+ (1), CIW JavaScript (1) and OCA Database 11g (1). The breakdown for Spring 2018 for passed, fail or need to take the exam is premature since the students have until August 17, 2018 to take the exam.



The chart above breaks down the results from the Summer 2018 semester, which is still in session. The program had 40 students signed up for CompTIA A+ (16), CompTIA Network+ (9), CompTIA Security+ (8), Linux+ (3), OCA Java SE7 (3) and CCNA (1); however, none have taken the exam as we are currently in the middle of the Summer 2018 semester.

The grand totals for Fall 2017 are 14 passed, 2 failed, and 16 have yet to take the exam, for Spring and Summer 2018: 0 passed, 0 failed, and 76 still need to take the exam; however, students have until August 17, 2018 and January 5, 2019 to take exam, respectively. The complete certification picture (Spring 2014 to Summer 2018) is provided below.



Student Testimonials

"*This is a great opportunity to build skills in the application of computer programming which is critical for a college student* "

"*Getting my certification has strengthen my confidence. I am looking forward to a career in technology, and the Security+ certification is giving me that extra boost for my career goals*"

"*The certification program is a great program. I was provided with excellent resources for free and was able to get discount vouchers*"

"*It has been a pleasure participating in this program. Ms. Mari Pina was extremely helpful, special since I had a lot of question. I thank you for all she does*"

"*Obtaining my IT certification helped to reinforce my programming skills, it also added a feather to my resume*"

Future Plans

We are still exploring possible options for boosting the success rate of the program. The high number of students who have not taken the certification exam is still a challenge to us and remains an issue. Offering the exams on campus will encourage more students to take the exams, but we need to secure permission to do so after meeting the requirement as a certification testing site.

<u>Activities Specific to USF</u>

Activities of the CS/IT/CpE Programs at USF

The Department of Computer Science and Engineering does not offer certification courses or "cert training" as part of the curriculum. Employers of our graduates do not request certifications – this is a topic at our annual advisory board meeting. We believe that certifications may be of value to our IT students, but much less so for our CS and CpE students. The TEAm award does not permit expending funds to cover certification exams for students. In Fall 2017 we ran an experimental program to determine student interest in certifications and how we could get companies to pay for certification exams for students.

In Fall 2017, the Department offered a Salesforce Developer Training elective that allowed students to receive *Salesforce Certified Platform Developer I* certification through Salesforce. Students in this 3 credit Independent Study course received training on the Salesforce platform, created a team project that illustrated their knowledge of the platform, and took the certification exam as their final exam. The certification exam was funded by Salesforce. The guest instructor for this course was Sebastian Alzate, a Salesforce

engineer. The course was supervised by Dr. Schinnel Small (Instructor in the Department). Students who successfully completed the project and passed the certification exam received the *Salesforce Certified Platform Developer I* credential and receive an S (satisfactory) grade; students who did not pass the exam received a U (unsatisfactory) grade. Key statistics for the class are:

- Number of students enrolled: 15
    - Number of CS students: 7
    - Number of CpE students: 5
    - Number of IT students: 3
- Number of students who passed: 10
- Number of failing students expected to retake the exam at a later date: 3

We are still assessing the outcome of this course with respect to impact on student career search. The overall student interest was low (our elective courses typically have 40 to 60 students enrolled).

Activities Specific to the MIS Program at USF
No certification courses were offered at the undergraduate level. However, the department has instituted a Certification Exam Scholarship. The goal is to encourage and help our students in their efforts to acquire professionally marketable knowledge and skills. To this end, the department has developed a "certification exam reimbursement" program that refunds the costs of relevant certification exams for students in the department's degree programs. Information about the program can be found here: http://www.usf.edu/business/departments/isds/certification-support.aspx

Activities Specific to the IS Program at USF
None noted.

Activities Specific to FIU:

In Spring 2018, we had a total of 164 students attending:
- A+ 901 Hardware Certification exam training
- A+ 902 Software Certification exam training
- Hands-on Hardware Training

During the last 7 semesters, thousands of our students, MDC, High School and Middle School students as well as teachers from High School and MDC, have attended our

following workshops:

- Cyber Security Level 1 Pentesting Workshops
- Cyber Security Level 2 Pentesting Workshops
- A+ 901 Hardware Certification exam training
- A+ 902 Software Certification exam training
- Hands-on Hardware Training

The purpose of the certification training workshops is to prepare our students to obtain certifications in:

-Cyber Security ECH (Ethical Certified Hacker)
-A+ 901 and A+ 902

The Hands-on Hardware Training purpose is to train our students in applying the theoretical training into actual hands-on knowledge. We provide every student with a

physical desktop computers, servers, laptops, switches and all other necessary peripheral to create networks. Operating systems are also provided, such as Servers, Virtual Machines (VM), clients such as Windows and multiple Linux Flavors, with specific purposes including Business, Research and Cyber Security. Networking and Land Line Telephone cables, with all necessary connectors and tools are given to our students so that they can learn to build networking infrastructures.

During the last three years, we brought our Hands-on Hardware Training to our community by being members of the Miami Maker Faire. During the Summer 2017 semester, 62 students took part in analyzing and start rebuilding the entire computer cabling infrastructure of a Community clinic, consisting of three buildings.

We also supported with training, space and time:

- Girls Who Code (done by Mario Eraso)
- People Who Code (done by Mario Eraso)
- Home Schooled Students (done by Mario Eraso)
- Dan Marino Foundation - Autistic Students
- Women in Computer Science

Every semester we place the students we trained in companies such as: Microsoft, CyberArk, US Department of Defense, multiple US government Agencies and private companies, with very high salaries.

SECTION TWO: Performance Metrics

The TEAm Grant Initiative focuses on specific performance data at the program level. This section provides data on four areas of performance for this particular grant. First, data are presented for upper division enrollment in the funded academic programs. Second, data are presented for the number of bachelor's degrees earned in the funded academic programs. Third, completion rates for academic programs are provided. Fourth, post-baccalaureate (completer) outcomes are provided for students earning a bachelor's degree from a funded program.

Upper Division Enrollments

TABLE 1a: Unduplicated Upper Division Headcount Enrollments in Targeted Programs

Institution Name	Data Type	Academic Year					
		Current Year	Year 1	Year 2	Year 3	Year 4	Year 5
		(12-13)	(13-14)	(14-15)	(15-16)	(16-17)	(17-18)
Institution – Targeted Program (UCF: Computer Science CIP 11.0101)							
UCF	Actual	905	1073	1219	1390	1617	1799
UCF	Projected	905	1003	1101	1199	1297	1395
UCF	Expected	905	1003	1157	1319	1492	1674
Institution – Targeted Program (UCF: Information Technology CIP 11.0103)							
UCF	Actual	665	757	812	900	885	908
UCF	Projected	665	741	817	893	969	1045
UCF	Expected	665	741	858	982	1114	1254
Institution – Targeted Program (UCF: Computer Engineering CIP 14.0901)							
UCF	Actual	445	447	490	492	508	580
UCF	Projected	445	480	515	550	585	620
UCF	Expected	445	480	541	605	673	744
Institution – Targeted Program (USF: Computer & Information Science CIP 11.0101)							
USF	Actual	273	322	371	411	448	534
USF	Projected	273	298	323	348	373	398
USF	Expected	273	298	343	377	415	435
Institution – Targeted Program (USF: Information Technology CIP 11.0103)							
USF	Actual	431	518	527	535	632	873
USF	Projected	431	493	555	617	679	741
USF	Expected	431	493	638	679	747	815
Institution – Targeted Program (USF: Computer Engineering CIP 14.0901)							
USF	Actual	190	177	190	181	214	252
USF	Projected	190	203	216	229	242	255

USF	Expected	190	203	233	245	257	270
Institution – Targeted Program (USF: Management Information Systems CIP 52.1201)							
USF	Actual	405	414	442	482	537	558
USF	Projected	405	432	459	486	513	540
USF	Expected	405	446	486	567	648	729
Institution – Targeted Program (FIU: Computer Science CIP: 11.0101)							
FIU	Actual	561	637	728	713	714	834
FIU	Projected	561	597	633	668	704	740
FIU	Expected	561	611	666	726	791	862
Institution – Targeted Program (FIU: Information Technology: CIP 11.0103)							
FIU	Actual	775	887	979	989	961	1023
FIU	Projected	775	845	914	984	1053	1123
FIU	Expected	775	853	938	1032	1135	1249
Institution – Targeted Program (FIU: Computer Engineering: CIP 14.0901)							
FIU	Actual	325	392	414	435	422	423
FIU	Projected	325	341	357	373	389	405
FIU	Expected	325	354	386	421	459	500
Institution – Targeted Program (FIU: Management Information Systems: CIP 52.1201)							
FIU	Actual	161	159	177	193	191	205
FIU	Projected	161	127	93	59	25	-9
FIU	Expected	161	167	174	181	188	196
Totals	**Actual**	**5136**	**5783**	**6349**	**6721**	**7129**	**7989**
	Projected	**5136**	**5560**	**5983**	**6406**	**6829**	**7253**
	Expected	**5136**	**5649**	**6420**	**7134**	**7919**	**8728**
Fill-in shaded areas when applicable.							

The total number of upper division enrollments during the 2017-2018 academic year for all participating majors in all three institutions is 7989, which is larger by 12.1% when compared to the previous year (2016-2017) total enrollment number of 7129.

The total number of upper division enrollments during the 2017-2018 academic year for all participating majors in all three institutions (7989) is larger by 10.1% than the projected number (7253) provided in our grant application and is smaller by 8.5% when compared to the expected enrollment of 8728 provided in our grant application.

Bachelor's Degrees Earned

TABLE 1b: Unduplicated Upper Division Completers in Targeted Programs							
Institution Name	Data Type	Academic Year					
		Current Year	Year 1	Year 2	Year 3	Year 4	Year 5
		(12-13)	(13-14)	(14-15)	(15-16)	(16-17)	(17-18)
Institution – Targeted Program (UCF: Computer Science CIP 11.0101)							
UCF	Actual	106	157	165	189	187	275
UCF	Projected	106	111	116	121	126	131
UCF	Expected	106	122	133	144	155	166
Institution – Targeted Program (UCF: Information Technology CIP 11.0103)							
UCF	Actual	107	124	143	201	184	169
UCF	Projected	107	114	121	128	135	142
UCF	Expected	107	132	150	168	186	204
Institution – Targeted Program (UCF: Computer Engineering CIP 14.0901)							
UCF	Actual	75	82	101	90	109	117
UCF	Projected	75	77	79	81	83	85
UCF	Expected	75	86	95	104	113	122
Institution – Targeted Program (USF: Computer & Information Science CIP 11.0101)							
USF	Actual	81	87	91	104	117	134
USF	Projected	81	88	95	102	109	116
USF	Expected	81	88	99	119	131	144
Institution – Targeted Program (USF: Information Technology CIP 11.0103)							
USF	Actual	72	94	104	77	141	174
USF	Projected	72	86	100	114	128	142
USF	Expected	72	86	105	132	143	153
Institution – Targeted Program (USF: Computer Engineering CIP 14.0901)							
USF	Actual	49	48	36	44	50	45
USF	Projected	49	52	55	58	61	64
USF	Expected	49	52	58	70	76	80
Institution – Targeted Program (USF: Management Information Systems CIP 52.1201)							
USF	Actual	148	154	159	137	162	169
USF	Projected	148	156	164	172	180	188
USF	Expected	148	170	185	215	244	274
Institution – Targeted Program (FIU: Computer Science CIP: 11.0101)							
FIU	Actual	58	60	62	101	90	145
FIU	Projected	58	56	53	51	48	46
FIU	Expected	58	58	67	74	81	89

Institution – Targeted Program (FIU: Information Technology: CIP 11.0103)							
FIU	Actual	130	139	195	220	245	242
FIU	Projected	130	142	154	165	177	189
FIU	Expected	130	130	152	170	190	213
Institution – Targeted Program (FIU: Computer Engineering: CIP 14.0901)							
FIU	Actual	36	70	71	63	85	75
FIU	Projected	36	32	28	23	19	15
FIU	Expected	36	36	41	45	50	55
Institution – Targeted Program (FIU: Management Information Systems: CIP 52.1201)							
FIU	Actual	85	40	68	66	61	66
FIU	Projected	85	82	79	76	73	70
FIU	Expected	85	85	85	85	85	85
Totals	**Actual**	**947**	**1055**	**1195**	**1292**	**1431**	**1611**
	Projected	**947**	**996**	**1044**	**1091**	**1139**	**1188**
	Expected	**947**	**1045**	**1170**	**1326**	**1454**	**1585**
Fill-in shaded areas when applicable.							

The number of bachelor's degrees earned during the 2017-2018 academic year for all participating majors in all three institutions is 1611, which is larger by 12.6% when compared to the previous year (2016-2017) number of 1431 earned degrees.

The number of bachelor's degrees earned during the 2017-2018 academic year for all participating majors in all three institutions (1611) is larger by 35.6% than the projected number (1188) provided in our grant application and is larger by 1.6% when compared to the expected number of 1585 earned degrees provided in our grant application.

It should be noted that the number of bachelor's degrees earned during the 2017-2018 academic year for all participating majors in all three institutions (1611) is larger by 70.1% than the base number of degrees (947) in AY 2012-2013 right before the CSIT TEAm grant started.

Completion Rates

TABLE 1c: Unduplicated Upper Division Completion Rates in Targeted Programs							
Institution Name	Data Type	Academic Year					
		Current Year	Year 1	Year 2	Year 3	Year 4	Year 5
		(12-13)	(13-14)	(14-15)	(15-16)	(16-17)	(17-18)
Institution – Targeted Program (UCF: Computer Science CIP 11.0101)							
UCF	Actual	24.10%	27.50%	22.30%	26.0%	17.3%	25.4%
UCF	Expected	24.10%	24.10%	25.10%	26.10%	27.10%	28.10%
Institution – Targeted Program (UCF: Information Technology CIP 11.0103)							
UCF	Actual	31.1%	31.8%	30.5%	40.7%	37.2%	30.7%
UCF	Expected	31.10%	31.10%	33.10%	35.10%	37.10%	39. 1%
Institution – Targeted Program (UCF: Computer Engineering CIP 14.0901)							
UCF	Actual	21%	17.6%	21.9%	17.5%	17.1%	13.5%
UCF	Expected	21%	21%	22.00%	23.00%	24.00%	25.00%
Institution – Targeted Program (USF: Computer & Information Science CIP 11.0101)							
USF	Actual	61%	55%	56%	58%	58%	56%
USF	Expected	61%	57%	60%	62%	65%	70%
Institution – Targeted Program (USF: Information Technology CIP 11.0103)							
USF	Actual	20%	22%	31%	32%	33%	38%
USF	Expected	20%	18%	20%	22%	25%	30%
Institution – Targeted Program (USF: Computer Engineering CIP 14.0901)							
USF	Actual	40%	59%	45%	54%	54%	39%
USF	Expected	40%	39%	41%	44%	47%	52%
Institution – Targeted Program (USF: Management Information Systems CIP 52.1201)							
USF	Actual	79%	60%	77%	66%	65%	61%
USF	Expected	79%	68%	73%	78%	83%	88%
Institution – Targeted Program (FIU: Computer Science CIP: 11.0101)							
FIU	Actual	14.60%	16.10%	11.90%	15.25%	12.0%	19%
FIU	Expected	14.60%	17.10%	19.60%	22.10%	24.6%	27.60%
Institution – Targeted Program (FIU: Information Technology: CIP 11.0103)							
FIU	Actual	28.70%	25.10%	22.50%	32.11%	34%	41%
FIU	Expected	28.70%	32.20%	35.70%	39.20%	42.70%	46.20%
Institution – Targeted Program (FIU: Computer Engineering: CIP 14.0901)							
FIU	Actual	7.20%	14.90%	22.50%	25.71%	24%	24%
FIU	Expected	7.20%	12.20%	17.20%	21.20%	25.20%	29.20%
Institution – Targeted Program (FIU: Management Information Systems: CIP 52.1201)							
FIU	Actual	31.90%	43.80%	52.60%	38.10%	25%	31%
FIU	Expected	31.90%	34.90%	37.90%	40.90%	43.90%	46.90%

Totals	**Actual**						
	Expected						
Fill-in shaded areas when applicable.							

Comparison against the completion rates in the previous year AY 2016-2017:
The completion rates fluctuate from one year to the next. For instance, in 2017-2018 a number of programs attained higher completion rates compared to the previous year, such as: UCF CS; USF IT; FIU CS; FIU IT; FIU MIS. On the other hand, a number of programs experienced lower completion rates compared to the previous year, such as: UCF IT; UCF CpE; USF CS; USF CpE; USF MIS. One program (FIU CpE) retained the same completion rate compared to the previous year.

Comparison against the expected completion rates for AY 2017-2018:
The completion rates for the programs fluctuate from one year to the next. A quick comparison of the completion rates over the five year span of the grant indicate that some programs did consistently well (close to the expected completion rates or higher than the expected completion rates), such as: UCF CS; UCF IT; USF CS; USF IT; USF CpE (except 2017-2018), FIU CpE. On the other hand, a number of programs did not do so well (their completion rates lagged behind the expected completion rates for some of the years), such as: UCF CpE; USF MIS; FIU MIS. It should also be emphasized that the completion rates need to be looked at with caution. For example, FIU IT's rates lagged behind the expected completion rates but FIU IT produced degrees always higher than the expected number of degrees for each of the five years of the grant, and the rates improved significantly over the five years.

Below, we comment on the completion rate for each program individually.

Completion Rates at UCF
The completion rate for Computer Science at UCF during the 2017-2018 academic year is 25.4%, which is lower than the expected CS completion rate of 28.10% provided in our grant application.

The completion rate for Information Technology at UCF during the 2017-2018 academic year is 30.7%, which is lower than the expected IT completion rate of 39.1% provided in our grant application.

The completion rate for Computer Engineering at UCF during the 2017-2018 academic year is 13.5%, which is lower than the CpE completion rate of 25% provided in our grant application.

Completion Rates at USF

The completion rate for Computer Science at USF during the 2017-2018 academic year is 56%, which is lower than the expected CS completion rate of 70% provided in our grant application.

The completion rate for Information Technology at USF during the 2017-2018 academic year is 38%, which is higher than the expected IT completion rate of 30%provided in our grant application.

The completion rate for Computer Engineering at USF during the 2017-2018 academic year is 39%, which is lower than the expected CpE completion rate of 52% provided in our grant application.

The completion rate for Management Information Systems at USF during the 2017-2018 academic year is 61%, which is lower than the expected MIS completion rate of 88% provided in our grant application.

Completion Rates at FIU

The completion rate for Computer Science at FIU during the 2017-2018 academic year is 19%, which is lower than the expected CS completion rate of 27.6% provided in our grant application.

The completion rate for Information Technology at FIU during the 2017-2018 academic year is 41.0%, which is lower than the expected IT completion rate of 46.20%% provided in our grant application.

The completion rate for Computer Engineering at FIU during the 2017-2018 academic year is 24.0%, which is lower than the expected CpE completion rate of 29.2% provided in our grant application.

The completion rate for Management Information Systems at FIU during the 2017-2018 academic year is 31%, which is lower than the expected MIS completion rate of 46.9% provided in our grant application.

Completer Outcomes

Evidence of post-baccalaureate (completer) outcomes is provided in this section. The data collected through surveys of graduates within the first year after earning their degree answers three fundamental questions. Do graduates get jobs? Where are they working? How much are they making?

In this section, we provide the CSIT TEAm grant outcomes survey information for the graduates in AY 2016-2017 at each of the three institutions: University of Central Florida (UCF), University of South Florida (USF), and Florida International University (FIU). For each institution, Table 1.d for the Completer Outcomes is provided followed by a narrative analyzing the results of the Completer Outcomes survey. The section is concluded by providing the cumulative Completer Outcomes table for the CSIT TEAm consortium.

TABLE 1d Part 1: Completer Outcomes in All Targeted Programs at UCF

Outcomes		Graduating Class 2016-17	
Institution – All Targeted Programs at UCF			
Total Graduating Class: Responded/Did Not Respond to Survey			
A	Responded to survey	142	29.6%
B	Did not respond to survey	338	70.4%
	Total	480	100.0%
Current Status of Respondents			
1	Working full-time, not enrolled	126	88.7%
2	Working full-time, enrolled part-time	0	0.0%
3	Working full-time, enrolled full-time	4	2.8%
4	Working part-time, not enrolled	4	2.8%
5	Working part-time, enrolled part-time	0	0.0%
6	Working part-time, enrolled full-time	1	0.7%
7	Not working, not enrolled	6	4.2%
8	Not working, enrolled part-time	0	0.0%
9	Not working, enrolled full-time	1	0.7%
	Total	142	100.0%
Note: Total number should equal the number provided in row A.			
Unemployment Characteristic of Respondents			
	Not working, by choice	2	28.6%
	Not working, not by choice	4	57.1%
	Not working, no reason provided	1	14.3%
	Total	7	100.0%

Note: Total number should equal the sum of rows 7, 8, and 9.			
Location and Field of Work of Respondents			
	Working in Florida	104	
	Working in a field related to major	131	
Annual Salary of Respondents			
	$16,000 or less	3	
	$16,001 to $32,000	9	
	$32,001 to $48,000	17	
	$48,001 or more	104	

Table 1.d Part 1 summarizes the CSIT TEAm grant completer outcomes survey information for the graduates in AY 2016-2017 at the University of Central Florida (UCF).

Comments:
The total number of CSIT TEAm students at UCF who graduated in the 2016-2017 academic is 480. The number of students who responded to the completer survey is 142, giving a response rate of 29.6%.

CSIT TEAm students graduating from UCF (majoring in Computer Science, Information Technology, and Computer Engineering) have established themselves well after getting their bachelor degree with 130 students, or 91.5% of the responding students, working full-time (126 of these students are not enrolled for higher education, and 4 students enrolled full-time for higher education).

A total of 5 CSIT TEAm students graduating from UCF, or 3.5% of the responding students, are working part time (4 of these students are not enrolled for higher education, and 1 student is enrolled full-time). It should be noted that a total of 135 students, or 95.1% of the responding students, are working full-time or part-time.

A total of 6 CSIT TEAm students graduating from UCF, or 4.2% of the total number of responding students, are enrolled full-time (4 of these students are working full-time, 1 student is working part-time, and 1 student is not working).

A total of 132 CSIT TEAm students from UCF, or 92.95% of the responding students, are either working full-time or pursuing higher education full-time. This shows that a substantial majority of the CSIT TEAm students from UCF have established themselves on a good career path six months after their graduation (note: the completer survey for a CSIT TEAm cohort is conducted six months after graduation).

The number of the CSIT TEAm students from UCF working in Florida is 104 which is 73.24% of the responding students and is 77.0% of the 135 students working full-time or part-time.

The number of the CSIT TEAm students from UCF working in fields related to their program of study is 131 which is 97.0% of the 135 students working full-time or part-time. The number of the working CSIT TEAm students from UCF earning at least $48,001 is 104 which is 77.0% of the 135 students working full-time or part-time.

TABLE 1d Part 2: Completer Outcomes in All Targeted Programs at USF

Outcomes		Graduating Class 2016-17	
Institution – All Targeted Programs at USF			
Total Graduating Class: Responded/Did Not Respond to Survey			
A	Responded to survey	113	24.0%
B	Did not respond to survey	357	76.0%
	Total	470	100.0%
Current Status of Respondents			
1	Working full-time, not enrolled	85	75.2%
2	Working full-time, enrolled part-time	4	3.5%
3	Working full-time, enrolled full-time	2	1.8%
4	Working part-time, not enrolled	3	2.7%
5	Working part-time, enrolled part-time	0	0.0%
6	Working part-time, enrolled full-time	0	0.0%
7	Not working, not enrolled	15	13.3%
8	Not working, enrolled part-time	2	1.8%
9	Not working, enrolled full-time	2	1.8%
	Total	113	100.0%
Note: Total number should equal the number provided in row A.			
Unemployment Characteristic of Respondents			
	Not working, by choice	5	26.3%
	Not working, not by choice	10	52.6%
	Not working, no reason provided	4	21.1%
	Total	19	100.0%
Note: Total number should equal the sum of rows 7, 8, and 9.			
Location and Field of Work of Respondents			
	Working in Florida	69	
	Working in a field related to major	74	

Annual Salary of Respondents			
	$16,000 or less	1	
	$16,001 to $32,000	5	
	$32,001 to $48,000	22	
	$48,001 or more	58	

Table 1.d Part 2 summarizes the CSIT TEAm grant completer outcomes survey information for the graduates in AY 2016-2017 at the University of South Florida (USF).

Comments:
The total number of CSIT TEAm students at USF who graduated in the 2016-2017 academic is 470. The number of students who responded to the completer survey is 113, giving a response rate of 24.0%.

CSIT TEAm students graduating from USF (majoring in Computer Science, Information Technology, Computer Engineering and Management Information Systems) have established themselves well after getting their bachelor degree with 91 students, or 80.5% of the responding students, working full-time (85 of these students are not enrolled for higher education, 4 are enrolled part-time, and 2 are enrolled full-time at higher ed).

A total of 3 CSIT TEAm students graduating from USF, or 2.6% of the responding students, are working part time (these 3 students are not enrolled for higher education). It should be noted that a total of 94 students, or 83.1% of the responding students, are working full-time or part-time.

A total of 4 CSIT TEAm students graduating from USF, or 3.5% of the total number of responding students, are enrolled full-time (2 of these students are working full-time, and 2 students are not working).

A total of 93 CSIT TEAm students from USF, or 82.3% of the responding students, are either working full-time or pursuing higher education full-time. This shows that a majority of the CSIT TEAm students from USF have established themselves on a good career path six months after their graduation (note: the completer survey for a CSIT TEAm cohort is conducted six months after graduation).

The number of the CSIT TEAm students from USF working in Florida is 69 that is 61.1% of the responding students and is 73.4% of the 94 students working full or part-time.

The number of the CSIT TEAm students from USF working in fields related to their program of study is 74, which is 78.7% of the 94 students working full-time or part-time.

The number of the working CSIT TEAm students from USF earning at least $48,001 is 58, which is 61.7% of the 94 students working full-time or part-time.

TABLE 1d Part 3: Completer Outcomes in All Targeted Programs at FIU

Outcomes		Graduating Class 2016-17	
FIU – All Targeted Programs			
Total Graduating Class: Responded/Did Not Respond to Survey			
A	Responded to survey	46	9.6%
B	Did not respond to survey	435	90.4%
	Total	481	100.0%
Current Status of Respondents			
1	Working full-time, not enrolled	26	56.5%
2	Working full-time, enrolled part-time	0	0.0%
3	Working full-time, enrolled full-time	4	8.7%
4	Working part-time, not enrolled	3	6.5%
5	Working part-time, enrolled part-time	1	2.2%
6	Working part-time, enrolled full-time	1	2.2%
7	Not working, not enrolled	5	10.9%
8	Not working, enrolled part-time	1	2.2%
9	Not working, enrolled full-time	5	10.9%
	Total	46	100.0%
Note: Total number should equal the number provided in row A.			
Unemployment Characteristic of Respondents			
	Not working, by choice	5	45.5%
	Not working, not by choice	5	45.5%
	Not working, no reason provided	1	9.1%
	Total	11	100.0%
Note: Total number should equal the sum of rows 7, 8, and 9.			
Location and Field of Work of Respondents			
	Working in Florida	27	
	Working in a field related to major	26	
Annual Salary of Respondents			
	$16,000 or less	3	
	$16,001 to $32,000	9	
	$32,001 to $48,000	5	
	$48,001 or more	18	

Table 1.d Part 3 summarizes the CSIT TEAm grant completer outcomes survey information for the graduates in AY 2016-2017 at Florida International University (FIU).

Comments:
The total number of CSIT TEAm students at FIU who graduated in the 2016-2017 academic is 481. The number of students who responded to the completer survey is 46, giving a response rate of 9.6%.

CSIT TEAm students graduating from FIU (majoring in Computer Science, Information Technology, Computer Engineering and Management Information Systems) have established themselves after getting their bachelor degree with 30 students, or 65.2% of the responding students, working full-time (26 of these students are not enrolled for higher education, and 4 students enrolled full-time).

A total of 5 CSIT TEAm students graduating from FIU, or 10.9% of the responding students, are working part time (3 of these students are not enrolled for higher education, 1 student is enrolled part-time, and 1 student is enrolled full-time). It should be noted that 35 students, or 76.1% of the responding students, are working full-time or part-time.

A total of 10 CSIT TEAm students graduating from FIU, or 21.7% of the total number of responding students, are enrolled full-time (4 of these students are working full-time, 1 student is working part-time and 5 students are not working).

A total of 36 CSIT TEAm students from FIU, or 78.3% of the responding students, are either working full-time or pursuing higher education full-time. This shows that a majority of the CSIT TEAm students from FIU have established themselves on a good career path six months after their graduation (note: the completer survey for a CSIT TEAm cohort is conducted six months after graduation).

The number of the CSIT TEAm students from FIU working in Florida is 27, which is 58.7% of the responding students and is 77.1% of the 35 students working full-time or part-time.

The number of the CSIT TEAm students from FIU working in fields related to their program of study is 26 which is 74.3% of the 35 students working full-time or part-time.

The number of the working CSIT TEAm students from FIU earning at least $48,001 is 18, which is 51.4% of the 35 students working full-time or part-time.

TABLE 1d Part 4: Completer Outcomes in All Targeted Programs at All Institutions

Outcomes		Graduating Class 2016-17	
All Institutions – All Targeted Programs			
Total Graduating Class: Responded/Did Not Respond to Survey			
A	Responded to survey	301	21.0%
B	Did not respond to survey	1,130	79.0%
	Total	1,431	100.0%
Current Status of Respondents			
1	Working full-time, not enrolled	237	78.7%
2	Working full-time, enrolled part-time	4	1.3%
3	Working full-time, enrolled full-time	10	3.3%
4	Working part-time, not enrolled	10	3.3%
5	Working part-time, enrolled part-time	1	0.3%
6	Working part-time, enrolled full-time	2	0.7%
7	Not working, not enrolled	26	8.6%
8	Not working, enrolled part-time	3	1.0%
9	Not working, enrolled full-time	8	2.7%
	Total	301	100.0%
Note: Total number should equal the number provided in row A.			
Unemployment Characteristic of Respondents			
	Not working, by choice	12	32.4%
	Not working, not by choice	19	51.4%
	Not working, no reason provided	6	16.2%
	Total	37	100.0%
Note: Total number should equal the sum of rows 7, 8, and 9.			
Location and Field of Work of Respondents			
	Working in Florida	200	
	Working in a field related to major	231	
Annual Salary of Respondents			
	$16,000 or less	7	
	$16,001 to $32,000	23	
	$32,001 to $48,000	44	
	$48,001 or more	180	

Table 1.d Part 4 gives the cumulative Completer Outcomes of all programs in the CSIT TEAm consortium. This table is obtained by aggregating the results of the three tables for the three individual institutions UCF, USF and FIU. Below we give brief comments on the results of Table 1d Part 4.

Comments:
The total number of CSIT TEAm consortium students who graduated in the academic year 2016-2017 (majoring in Computer Science, Information Technology, Computer Engineering and Management Information Systems) is 1431. The number of students who responded to the completer survey is 301, giving a response rate of 21.0%.

Students of the CSIT TEAm consortium have established themselves well after getting their bachelor degree with 251 students, or 83.4% of the responding students, working full-time (237 of these students are not enrolled for higher education, 4 students are enrolled part-time for higher education and 10 students are enrolled full-time for higher education).

A total of 13 CSIT TEAm consortium students, or 4.3% of the responding students, are working part time (10 of these students are not enrolled for higher education, 1 student is enrolled part-time and 2 students are enrolled full-time). It should be noted that a total of 264 students, 87.7% of the responding students, are working full-time or part-time.

A total of 20 CSIT TEAm consortium students, or 6.6 % of the responding students, are enrolled full-time (10 of these students are working full-time, 2 students working part-time and 8 students not working). It should be noted that a total of 261 students, 86.7% of the responding students, are working full-time or pursuing higher education full-time. This shows that a substantial majority of the CSIT TEAm consortium students have established themselves on a good career path six months after their graduation (note: the completer survey for a CSIT TEAm cohort is conducted six months after graduation).

The number of the CSIT TEAm consortium students working in Florida is 200, which is 76.0% of the students working full-time or part-time.

The number of the CSIT TEAm consortium students working in fields related to their program of study is 231 which is 87.5% of the students working full-time or part-time.

The number of working CSIT TEAm consortium students and earning at least $48,001 is 180 which is 68.2% of the students working full-time or part-time. Excluding students working part-time from the percentage (as they typically make less money), the number

of working CSIT TEAm consortium students earning at least $48,001 is 71.7% of the students working full-time.

Summary Statement:
Based on the results of the Completer Survey, the CSIT TEAm project has been very successful in achieving the goal of the Florida Board of Governors in paying down the gap in Information Technology, Computer Science, Computer Engineering, and Management Information Systems. The CSIT TEAm consortium students have a high full-time employability rate of 83.4%. The percentage of students who go on to pursue higher education full-time is 6.6 %. The combined percentage of the students who work full-time and/or enroll full-time is 86.7%. The percentage of students working full-time or part-time who are located in the State of Florida is 76.0%; this is a large percentage that benefits Florida's economy. The majority of the working students (87.5%) are working in fields related to their program of study and a large percentage of the full-time working students (71.7%) are earning at least $48,001.

SECTION THREE: Budget Narrative

In this section, we provide the budget narrative and budget expenditures spreadsheet for each of the three institutions: University of Central Florida, University of South Florida and Florida International University. The cumulative expenditures spreadsheet for the consortium is also provided.

Appendix B. Budget Narrative (UCF Narrative)

University of Central Florida, CSIT (U**C**F-U**S**F-F**I**U) **T**EAm Grant - An Urban University Coalition Response to Florida's Computer and Information Technology Workforce Needs

UCF has submitted a request to move the budget of Year 1 to Year 2 without making any changes in the proposed activities and expected outcomes. The request was approved. A certain amount of the IT Performance funding has been used to fulfill UCF's promises for Year 1 and to support faculty and GTAs for teaching additional courses in the summer of 2014. There was also a request to move $537,344 of unused funding from Year 2 to Year 3 which was approved.

UCF has set up a general account for each department for expending of the BOG funds. In addition to the BOG funds, UCF has used Continuing Base (E&G) to cover the budget shortfall in Years 1 & 2. UCF has created separate accounts for UCF Continuing Base (E&G) to cover sustainability in years 3 onward.

i. **Funding Source**

   a. **Program Expanding/Building Award**

      University of Central Florida

      Years 2 & 3: Utilized $1,790,667 of BOG funds for faculty and A&P salaries/benefits, other personal services and expenses to enhance and support the targeted programs. The budget shortfall of $88,711 (4.72%) will be covered by CECS's continuing E&G funds and IT Performance Funding. BOG allowed the usage of these funds up to end of Year 3.

   b. **Continuing Base (E&G) also referred to as Continuing Appropriation.**

      University of Central Florida

Year 2: Utilized $88,711 of Continuing Base (E&G) to fund faculty salaries/benefits and other personal services to enhance and support the targeted programs

c. Enrollment Growth

University of Central Florida
Not Applicable

d. Other New Recurring (E&G)

University of Central Florida
Year 1: Has utilized $195,200 in IT Performance funding for faculty & GTA salaries/benefits as well as GTA tuition to enhance and support the targeted programs by offering an additional sixteen IT courses in Summer 2014.
Year 3: Utilized $1,601,176 in of Other New Recurring (E&G) funding to support the CSIT effort. These funds were used for faculty, A&P and USPS salaries/benefits, tuition, other personal services and expenses to enhance and support the targeted programs.
Year 4: Utilized $1,534,167 in of Other New Recurring (E&G) funding to support the CSIT effort. These funds were used for faculty, A&P, and USPS salaries/benefits, tuition, other personal services and expenses to enhance and support the targeted programs.
Year 5: Utilized $1,637,345 in of Other New Recurring (E&G) funding to support the CSIT effort. These funds were used for faculty, A&P, and USPS salaries/benefits, tuition, other personal services and expenses to enhance and support the targeted programs

e. Contracts and Grants (C&G)

University of Central Florida
Not applicable

f. Auxiliary Funds

University of Central Florida
Not applicable

ii. Expenditure Sources

Expenditures from 3/1/14-6/30/14 included $195,200 of Other New Recurring (E&G) funds and $0.00 from the BOG funds which was spent to cover faculty and other personal services salaries/benefits as well as expenses to enhance and support the targeted programs. The BOG funds were requested and approved to be moved to Years 2 & 3.

Expenditures from 7/1/14-6/30/15 total $1,253,323 of BOG funds and $88,711 of Continuing Base (E&G) funds, were spent to cover faculty, A&P & USPS salaries/benefits, other personal services and expenses to enhance and support the targeted programs. Of the total amount of funding provided by the BOG we will had a surplus of $537,344, which will be used in Year 3.

Expenditures from 7/1/15-6/30/16 total $537,344 of BOG funds and $1,601,176 of Other New Recurring (E&G) funding were spent to cover faculty A&P & USPS salaries/benefits, other personal services and expenses to enhance and support the targeted programs.

Expenditures from 7/1/16-6/30/17 of $1,534,167 of Other New Recurring (E&G) funds were spent to cover faculty, A&P and USPS salaries/benefits, tuition, other personal services and expenses to enhance and support the targeted programs.

Expenditures from 7/1/17-6/30/18 of $1,637,345 of Other New Recurring (E&G) funds were spent to cover faculty, A&P and USPS salaries/benefits, tuition, other personal services and expenses to enhance and support the targeted programs.

a. Faculty Salaries and Benefits

<u>University of Central Florida</u>

Year 1: Has utilized $147,488 in IT Performance funding for faculty salaries/benefits to enhance and support the targeted programs by offering an additional sixteen IT courses in Summer 2014

Year 2: Has utilized $358,195 from BOG funds and $59,351 from Continuing Base E&G funds for faculty salaries/benefits to teach additional CpE, CS & IT courses in Fall 2014, Spring 2015 and the first part of Summer 2015 (5/8/15-6/30/15) to enhance and support the targeted programs.

Year 3: Has utilized $173,038 of BOG funds and $390,174 from Other New Recurring E&G funds for faculty salaries/benefits to teach CpE, CS & IT

courses from for the second part of Summer 2015 (7/1/15-8/7/15), Fall 2015, Spring 2016 and the first part of Summer 2016 (5/8/16-6/30/16) to enhance and support the targeted programs.
Year 4: UCF has utilized Other New Recurring (E&G) funds in the amount of $992,605 for faculty salaries/benefits and tuition to enhance and support the targeted programs.
Year 5: UCF utilized Other New Recurring (E&G) funds in the amount of $687,240 for faculty salaries/benefits to enhance and support the targeted programs.

b. A&P Salaries and Benefits

University of Central Florida
Year 2: Has utilized $327,599 of BOG funds for A&P salaries/benefits for the advisors and program director to enhance and support the targeted programs.
Year 3: Has utilized $20,068 of BOG funds and $332,171 of Other New Recurring (E&G) funds for A&P salaries/benefits for the advisors and program director to enhance and support the targeted programs.
Year 4: Has utilized $204,860 of Other New Recurring (E&G) funds for A&P salaries/benefits and tuition for the advisors and program director to enhance and support the targeted programs.
Year 5: UCF has utilized $201,820 of Other New Recurring (E&G) funds for A&P salaries/benefits and tuition for the advisors and program director to enhance and support the targeted programs.

c. USPS Salaries and Benefits

University of Central Florida
Year 2: Has utilized $18,265 of BOG funds for a part time accountant to support the targeted programs.
Year 4: Has utilized $25,600 of Other New Recurring (E&G) funds for USPS salaries/benefits for support staff to enhance and support the targeted programs.
Year 5: UCF has utilized $34,730 of Other New Recurring (E&G) funds for USPS salaries/benefits for support staff to enhance and support the targeted programs.

d. Other Personnel Services

University of Central Florida

Year 1: Has utilized $39,067 of IT Performance funding for GTA salaries/benefits to enhance and support the targeted programs by offering an additional sixteen IT courses in Summer 2014.

Year 2: Has utilized $536,842 of BOG funding and $29,360 of Continuing Base (E&G) for GTA salaries/benefits and tuition to enhance and support the targeted programs.

Year 3: Has utilized $344,238 of BOG funding and $872,171 of Other New Recurring (E&G) funding for GTA salaries/benefits and tuition to enhance and support the targeted programs.

Years 4 Has utilized $310,768 of Other New Recurring (E&G) funding for GTA and UTA salaries/benefits and tuition to enhance and support the targeted programs.

Year 5: UCF has utilized $712,113 of Other New Recurring (E&G) funding for GTA and UTA salaries/benefits and tuition to enhance and support the targeted programs.

e. Library Resources

University of Central Florida

Not applicable.

f. Expenses

University of Central Florida

Year 1: Has utilized $8,645 in IT Performance funding for GTA tuition to enhance and support the targeted programs by offering an additional sixteen IT courses in Summer 2014.

Year 2: Has utilized $12,422 of BOG funds for faculty/staff travel and other administrative costs to enhance and support the targeted programs.

Years 3: Has utilized $6,660 of Other New Recurring funds for faculty/staff travel and other administrative costs to enhance and support the targeted programs.

Years 4: Has utilized $334 of Other New Recurring (E&G) funds for faculty/staff travel and other administrative costs to enhance and support the targeted programs.

Year 5: UCF has utilized $1,442 of Other New Recurring (E&G) funds for faculty/staff travel and other administrative costs to enhance and support the targeted programs.

g. Operating Capital Outlay

University of Central Florida
Not applicable.

h. Special Categories

University of Central Florida
Not applicable

iii. BOG Budget Shortfall in Year 2; Sustainability of TEAm Grant Effort (CSIT Effort)

The deliverables for the CSIT effort will stay the same, as outlined in the original CSIT proposal. The 4.72% budget shortfall ($88,711) from Year 2 of the BOG funds, provided to UCF, will be covered by the UCF's internal funds.

In order to continue CSIT levels beyond Year 2 of TEAm Grant funding, the provosts at FIU, UCF and USF are committed to sustaining funding for the CSIT TEAm Grant at the following (i) levels, and from the following (ii) sources:

ii. Level of new recurring institutional funding beginning Year 3:
Florida International University = $1,209,462
University of Central Florida = $1,879,378
University of South Florida = $1,610,255

iii. Source of new recurring institutional funding beginning Year3:

New recurring investments, beginning in Year 3, will be allocated, by institution, from one or more of the following sources: (a) new tuition revenues generated from increased enrollment in IT, (b) future/prospective performance funding awarded to institutions, (c) reallocation of resources within the Colleges and/or across the university and/or (d) market tuition revenue.

Instruction & Research Costs (non-cumulative)	UCF Expenditures Spreadsheet						New Version Subtotal Award, E&G, C&G, and
	TEAm Grant Award	Continuing Base* (E&G)	Enrollment Growth (E&G)	Other New Recurring (E&G)**	Contracts & Grants (C&G)***	Auxiliary Funds***	
YEAR 1 - Expenditures							
Faculty Salaries and Benefits	0	0	0	147,488	0	0	$147,488
A & P Salaries and Benefits	0	0	0	0	0	0	$0
USPS Salaries and Benefits	0	0	0	0	0	0	$0
Other Personnel Services	0	0	0	39,067	0	0	$39,067
Library Resources	0	0	0	0	0	0	$0
Expenses	0	0	0	8,645	0	0	$8,645
Operating Capital Outlay	0	0	0	0	0	0	$0
Special Categories	0	0	0	0	0	0	$0
Total Costs	$0	$0	$0	$195,200	$0	$0	$195,200
YEAR 2 7/1-12/31/14 Expenditures							
Faculty Salaries and Benefits	358,195	59,351	0	0	0	0	$417,546
A & P Salaries and Benefits	327,599	0	0	0	0	0	$327,599
USPS Salaries and Benefits	18,265	0	0	0	0	0	$18,265
Other Personnel Services	536,842	29,360	0	0	0	0	$566,202
Library Resources	0	0	0	0	0	0	$0
Expenses	12,422	0	0	0	0	0	$12,422
Operating Capital Outlay	0	0	0	0	0	0	$0
Special Categories	0	0	0	0	0	0	$0
Total Costs	$1,253,323	$88,711	$0	$0	$0	$0	$1,342,034
YEAR 3 - 7/1/15-6/30/16 Expenditures							
Faculty Salaries and Benefits	173,038	0	0	390,174	0	0	$563,212
A & P Salaries and Benefits	20,068	0	0	332,171	0	0	$352,239
USPS Salaries and Benefits	0	0	0	0	0	0	$0
Other Personnel Services	344,238	0	0	872,171	0	0	$1,216,409
Library Resources	0	0	0	0	0	0	$0
Expenses		0	0	6,660	0	0	$6,660
Operating Capital Outlay	0	0	0	0	0	0	$0
Special Categories	0	0	0	0	0	0	$0
Total Costs	$537,344	$0	$0	$1,601,176	$0	$0	$2,138,520
YEAR 4 - 7/1/16 - 6/30/17 Actual							
Faculty Salaries and Benefits	0	0	0	992,605	0	0	$992,605
A & P Salaries and Benefits	0	0	0	204,860	0	0	$204,860
USPS Salaries and Benefits	0	0	0	25,600	0	0	$25,600
Other Personnel Services	0	0	0	310,768	0	0	$310,768
Library Resources	0	0	0	0	0	0	$0
Expenses	0	0	0	334	0	0	$334
Operating Capital Outlay	0	0	0	0	0	0	$0
Special Categories	0	0	0	0	0	0	$0
Total Costs	$0	$0	$0	$1,534,167	$0	$0	$1,534,167
YEAR 5 - Budget 7/1/17 - 6/30/18							
Faculty Salaries and Benefits	0	0	0	687,240	0	0	$687,240
A & P Salaries and Benefits	0	0	0	201,820	0	0	$201,820
USPS Salaries and Benefits	0	0	0	34,730	0	0	$34,730
Other Personnel Services	0	0	0	712,113	0	0	$712,113
Library Resources	0	0	0	0	0	0	$0
Expenses	0	0	0	1,442	0	0	$1,442
Operating Capital Outlay	0	0	0	0	0	0	$0
Special Categories	0	0	0	0	0	0	$0
Total Costs	$0	$0	$0	$1,637,345	$0	$0	$1,637,345

*Includes recurring E&G funded costs ("reallocated base," "enrollment growth," and "other new recurring").

** The funds in year 1 are coming from the IT Perfomance award which are potentially recurring.

***Any private support or contributions should be shown in either the "contracts and grants" or the "auxiliary funds" columns.

Appendix B. Budget Narrative (USF Narrative)

University of Central Florida, CSIT (U**C**F-U**S**F-F**I**U) **T**EAm Grant - An Urban University Coalition Response to Florida's Computer and Information Technology Workforce Needs

USF submitted a request to move most of the budget of Year 1 to Year 2 without making any changes in the proposed activities and expected outcomes. The request was approved. The original budget underwent changes among budget categories. The changes were submitted for approval to the BOG and were approved. The total amount remained the same – amounts were moved from one category to another.

SUS University Submitting Application & Application Title

All Institutions participating in the grant must submit a Budget Narrative. The Budget Narrative must include a description of the costs associated with each line item of the Project Budget.

A. Funding Source

USF has set up a general account for each department for expending of the BOG funds. In addition to the BOG funds, USF has used Continuing Base (E&G) and Enrollment Growth (E&G) funds to cover the budget shortfall in Years 1 & 2. USF has created separate accounts for USF Continuing Base (E&G) and Enrollment Growth (E&G) to cover sustainability in years 3 onward.

a. Program Expanding/Building Award

Not applicable. At the University of South Florida BOG funds have been fully expended in years 1 through 3.

b. Continuing Base (E&G) also referred to as Continuing Appropriation.

University of South Florida

Not applicable

c. Enrollment Growth

University of South Florida

See section B for expenditure summary.

d. Other New Recurring (E&G)

University of South Florida
Not applicable.

e. Contracts and Grants (C&G)

University of South Florida
Not applicable

f. Auxiliary Funds

University of South Florida
Not applicable

B. Expenditure Sources

The total expenditures for year 1 (prior to 7/1/2014) total $5,619 of BOG funds for "other personnel services". The total expenditures from 7/1/14 to 6/30/15 total $1,325,785 of BOG funds and $35,929 of Continuing Base (E&G) funds for faculty salaries and benefits, A&P salaries and benefits, other personnel services, expenses, and operating capital outlay to enhance and support the targeted programs of CS, CpE, IT, IS, and MIS. Of the total amount of funding ($1,534,250) provided by the BOG, we had a surplus of $202,846 which was used in year 3 to support the targeted programs mentioned above. The total expenditures from 7/1/15 to 6/30/16 total $202,846 of BOG funds and $948,635 of USF Enrollment Growth funds for faculty salaries and benefits, A&P salaries and benefits, other personnel services, expenses, and operating capital outlay to enhance and support the targeted programs of CS, CpE, IT, IS, and MIS. The total expenditures from 7/1/16 to 6/30/17 total $1,336,840 of USF Enrollment Growth funds for faculty salaries and benefits, A&P salaries and benefits, other personnel services, expenses, and operating capital outlay to enhance and support the targeted programs of CS, CpE, IT, IS, and MIS. The total expenditures from 7/1/17 to 6/30/18 total $1,186,086 of USF Enrollment Growth funds for faculty salaries and benefits, A&P salaries and benefits, other personnel services, expenses, and operating capital outlay to enhance and support the targeted programs of CS, CpE, IT, IS, and MIS.

a. Faculty Salaries and Benefits

University of South Florida

Year 1: No funds were spent to cover faculty salaries and benefits.

Year 2: Total expenditures from 7/1/14 to 6/30/15 total $651,379 from BOG funds and $15,642 from E&G funds for salaries and benefits of faculty who developed and taught additional core and elective courses in the targeted programs.

Year 3: USF expended $164,248 from BOG funds and $591,749 from Enrollment Growth funds to maintain permanent instructors and tenure-track faculty to develop and teach additional core and elective courses in the targeted programs.

Year 4: USF expended $818,709 from 7/1/16 to 6/30/17 from Enrollment Growth funds to maintain permanent instructors and tenure-track faculty to develop and teach additional core and elective courses in the targeted programs.

Year 5: USF expended $749,908 from 7/1/17 to 6/30/18 from Enrollment Growth funds to maintain permanent instructors and tenure-track faculty to develop and teach additional core and elective courses in the targeted programs.

b. A&P Salaries and Benefits

University of South Florida

Year 1: No funds were spent to cover A&P salaries and benefits.

Year 2: Total expenditures from 7/1/14 to 6/30/15 total $63,442 from BOG funds and $1,100 from E&G funds for salaries and benefits of A&P staff to support students in the targeted programs.

Year 3: USF expended $26,904 from BOG funds and $39,370 from Enrollment Growth funds to hire and maintain staff as advisors, internship support, and other support services for students in the targeted programs.

Year 4: USF expended $11,100 from 7/1/16 to 6/30/17 from Enrollment Growth funds to hire and maintain staff as advisors, internship support, and other support services for students in the targeted programs.

Year 5: USF expended $27,769 from 7/1/17 to 6/30/18 from Enrollment Growth funds to hire and maintain staff as advisors, internship support, and other support services for students in the targeted programs.

c. USPS Salaries and Benefits

University of South Florida
Not applicable.

d. Other Personnel Services

University of South Florida
Year 1: Total expenditures of $5,619 of BOG funds went to cover "other personnel services".
Year 2: Total expenditures from 7/1/14 to 6/30/15 total $348,531 from BOG funds and $13,452 from E&G funds to hire teaching assistants and adjuncts to support existing and additional core and elective courses in the targeted programs.
Year 3: USF expended $10,776 from BOG funds and $306,220 from Enrollment Growth funds for graduate teaching assistants and adjuncts to support the new additional core and elective courses.
Year 4: USF expended $471,200 from 7/1/16 to 6/30/17 from Enrollment Growth funds for graduate teaching assistants and adjuncts to support the new additional core and elective courses.
Year 5: USF expended $404,105 from 7/1/17 to 6/30/18 from Enrollment Growth funds for graduate teaching assistants and adjuncts to support the new additional core and elective courses.

e. Library Resources

University of South Florida
Not applicable.

f. Expenses

University of South Florida
Year 1: No funds were spent for "expenses".
Year 2: Total expenditures from 7/1/14 to 6/30/15 total $156,558 from BOG funds and $5,735 from E&G funds for marketing and other expense items, such as PCs and additional software licenses, to support students in the targeted programs.

Year 3: USF expended $918 from BOG funds and $10,358 for marketing and other expenses to support the increased enrollment in these targeted programs.
Year 4: USF expended $24,831 from 7/1/16 to 6/30/17 from Enrollment Growth funds for marketing and other expenses to support the increased enrollment in these targeted programs.
Year 5: USF expended $4,304 from 7/1/17 to 6/30/18 from Enrollment Growth funds for marketing and other expenses to support the increased enrollment in these targeted programs.

g. Operating Capital Outlay

University of South Florida
Year 1: No funds were spent on equipment.
Year 2: Total expenditures from 7/1/14 to 6/30/15 of $105,875 from BOG funds for equipment to support students in these targeted programs mentioned above.
Year 3: USF expended $0 from BOG funds and $938 from Enrollment Growth funds for equipment to support the increased enrollment in core and electives courses in these targeted programs.
Year 4: USF expended $11,000 from 7/1/16 to 6/30/17 from Enrollment Growth funds for equipment to support the increased enrollment in core and electives courses in these targeted programs.
Year 5: USF expended $0 from 7/1/17 to 6/30/18 from Enrollment Growth funds for equipment to support the increased enrollment in core and electives courses in these targeted programs.

h. Special Categories

University of South Florida
Not applicable.

C. BOG Budget Shortfall in Years 1-2; Sustainability of TEAm Grant Effort (CSIT Effort)

The deliverables for the CSIT will stay the same, as outlined in the original CSIT proposal. The 4.72% budget shortfall of ($76,004) from Years 1 and 2 of the BOG funds, provided to USF, was covered by USF's internal funds.

In order to continue CSIT levels beyond Year 2 of TEAm Grant funding, the provosts at FIU, UCF and USF are committed to sustaining funding for the CSIT TEAm Grant at the following (i) levels, and from the following (ii) sources:

i. Level of new recurring institutional funding beginning Year 3:
Florida International University = $1,209,462
University of Central Florida = $1,879,462
University of South Florida = $1,610,255

ii. Source of new recurring institutional funding beginning Year 3:
New recurring investments, beginning in Year 3, will be allocated, by institution, from one or more of the following sources: (a) new tuition revenues generated from increased enrollment in all targeted programs, (b) other new recurring E&G, and (c) reallocation of resources within the USF Colleges of Engineering, Business Administration, and Arts and Sciences, and/or across the university.

USF Budget							
Instruction & Research Costs (non-cumulative)	**USF Expenditures Spreadsheet**						**New Version Subtotal Award,**
	TEAm Grant Award	**Continuing Base* (E&G)**	**Enrollment Growth (E&G)**	**Other New Recurring (E&G)****	**Contracts & Grants (C&G)*****	**Auxiliary Funds*****	
YEAR 1 - Expenditures							
Faculty Salaries and Benefits	0	0	0	0	0	0	**$0**
A & P Salaries and Benefits	0	0	0	0	0	0	**$0**
USPS Salaries and Benefits	0	0	0	0	0	0	**$0**
Other Personnel Services	5,619	0	0	0	0	0	**$5,619**
Library Resources	0	0	0	0	0	0	**$0**
Expenses	0	0	0	0	0	0	**$0**
Operating Capital Outlay	0	0	0	0	0	0	**$0**
Special Categories	0	0	0	0	0	0	**$0**
Total Costs	**$5,619**	**$0**	**$0**	**$0**	**$0**	**$0**	**$5,619**
YEAR 2 7/1-12/31/14 Expenditures							
Faculty Salaries and Benefits	$651,379	15,642	0	0	0	0	**$667,021**
A & P Salaries and Benefits	$63,442	1,100	0	0	0	0	**$64,542**
USPS Salaries and Benefits	$0	0	0	0	0	0	**$0**
Other Personnel Services	$348,531	13,452	0	0	0	0	**$361,983**
Library Resources	$0	0	0	0	0	0	**$0**
Expenses	$156,558	5,735	0	0	0	0	**$162,293**
Operating Capital Outlay	$105,875	0	0	0	0	0	**$105,875**
Special Categories	$0	0	0	0	0	0	**$0**
Total Costs	**$1,325,785**	**$35,929**	**$0**	**$0**	**$0**	**$0**	**$1,361,714**
YEAR 3							
Faculty Salaries and Benefits	164,248	0	591,749	0	0	0	**$755,997**
A & P Salaries and Benefits	26,904	0	39,370	0	0	0	**$66,274**
USPS Salaries and Benefits	0	0	0	0	0	0	**$0**
Other Personnel Services	10,776	0	306,220	0	0	0	**$316,996**
Library Resources	0	0	0	0	0	0	**$0**
Expenses	918	0	10,358	0	0	0	**$11,276**
Operating Capital Outlay	0	0	938	0	0	0	**$938**
Special Categories	0	0	0	0	0	0	**$0**
Total Costs	**202,846**	**$0**	**$948,635**	**$0**	**$0**	**$0**	**$1,151,481**
YEAR 4							
Faculty Salaries and Benefits	0	0	818,709	0	0	0	**$818,709**
A & P Salaries and Benefits	0	0	11,100	0	0	0	**$11,100**
USPS Salaries and Benefits	0	0	0	0	0	0	**$0**
Other Personnel Services	0	0	471,200	0	0	0	**$471,200**
Library Resources	0	0	0	0	0	0	**$0**
Expenses	0	0	24,831	0	0	0	**$24,831**
Operating Capital Outlay	0	0	11,000	0	0	0	**$11,000**
Special Categories	0	0	0	0	0	0	**$0**
Total Costs	**$0**	**$0**	**$1,336,840**	**$0**	**$0**	**$0**	**$1,336,840**
YEAR 5							
Faculty Salaries and Benefits	0	0	749,908	0	0	0	**$749,908**
A & P Salaries and Benefits	0	0	27,769	0	0	0	**$27,769**
USPS Salaries and Benefits	0	0	0	0	0	0	**$0**
Other Personnel Services	0	0	404,105	0	0	0	**$404,105**
Library Resources	0	0	0	0	0	0	**$0**
Expenses	0	0	4,304	0	0	0	**$4,304**
Operating Capital Outlay	0	0	0	0	0	0	**$0**
Special Categories	0	0	0	0	0	0	**$0**
Total Costs	**$0**	**$0**	**$1,186,086**	**$0**	**$0**	**$0**	**$1,186,086**
*Includes recurring E&G funded costs ("reallocated base," "enrollment growth," and "other new recurring").							
** The funds in year 1 are coming from the IT Perfomance award which are potentially recurring.							
***Any private support or contributions should be shown in either the "contracts and grants" or the "auxiliary funds" columns.							

Appendix B. Budget Narrative (FIU Narrative)

University of Central Florida, CSIT (U**C**F-U**S**F-F**I**U) **T**EAm Grant - An Urban University Coalition Response to Florida's Computer and Information Technology Workforce Needs

SUS University Submitting Application & Application Title

All Institutions participating in the grant must submit a Budget Narrative. The Budget Narrative must include a description of the costs associated with each line item of the Project Budget.

A. Funding Source

FIU has set up a general account for each department for expending of the BOG funds. In addition to the BOG funds, FIU has used Continuing Base (E&G) and Enrollment Growth (E&G) funds to cover the budget shortfall in Years 1 & 2. FIU has created separate accounts for FIU Continuing Base (E&G) and Enrollment Growth (E&G) to cover sustainability in years 3 onward.

a. Program Expanding/Building Award

Florida International University is requesting $1,533,496 in BOG funds in support of its CSIT efforts as indicated in the workbook (appendix C).

Florida International University

Year 1: Expended $30.

Year 2: Expended $1,421,633.

Year 3: Expended $111,833. Total of all three years expenditures is exactly $1,533,496.

b. Continuing Base (E&G) also referred to as Continuing Appropriation

Florida International University

Year 1: Expended $58,143 from E&G and/or IT Performance Funding to enhance Summer offerings. In cases of Summer C course offerings, this amount represents cost expended only by June 30, 2014.

Year 2: Expended $112,529 from E&G Funding to support undergraduate advisors and OCO.

Year 3: Expended $91,749 from E&G Funding to support undergraduate advisors.

Year 4: Expended $110,468 from E&G Funding to support undergraduate

advisors.
Year 5: Expended $120,725 from E&G Funding to support undergraduate advisors.

c. Enrollment Growth

Florida International University
Year 3: Expended $1,216,559 as recurring funds from FIU, which was spent in the areas of faculty, A&P, USPS, other personnel services salaries/benefits and other expense.

Year 4: Expended $1,216,234 as recurring funds from FIU, which was spent in the areas of faculty, A&P, USPS, other personnel services salaries/benefits and other expense.

Year 5: Expended $1,228,474 as recurring funds from FIU, which was spent in the areas of faculty, A&P, USPS, other personnel services salaries/benefits and other expense.

d. Other New Recurring (E&G)
Florida International University
Not applicable

e. Contracts and Grants (C&G)
Florida International University
Not applicable

f. Auxiliary Funds
Florida International University
Not applicable

B. Expenditure Sources
Expenditures from 3/1/14-6/30/14 included $58,143 of Continuing Base (E&G) funds and $30 of BOG funds, which was spent to cover faculty and other personal salaries/benefits to enhance and support the targeted programs.

Expenditures from 7/1/14-6/30/15 included $112,529 of Continuing Base (E&G) funds and $1,421,633 of BOG funds, which was spent to cover faculty, A&P, and

USPS salaries/benefits, other personal services and expenses to enhance and support the targeted programs.

Expenditures from 7/1/15-6/30/16 included $1,216,599 FIU Enrollment Growth funds, $91,749 of Continuing Base (E&G) funds and a small surplus of $111,833 of BOG Year 2 funds, which was spent to cover faculty, A&P, and USPS salaries/benefits, other personal services and expenses to enhance and support the targeted programs.

Expenditures from 7/1/16-6/30/17 included $1,216,234 FIU Enrollment Growth funds and $110,468 of Continuing Base (E&G) funds, which was spent to cover faculty, A&P, and USPS salaries/benefits, other personal services and expenses to enhance and support the targeted programs.

Expenditures from 7/1/17-6/30/18 included $1,228,474 FIU Enrollment Growth funds and $120,725 of Continuing Base (E&G) funds, which was spent to cover faculty, A&P, and USPS salaries/benefits, other personal services and expenses to enhance and support the targeted programs.

a. Faculty Salaries and Benefits

Florida International University

Year 1: Expended $51,696 from E&G and/or IT Performance Funding to enhance Summer offerings. In cases of Summer C course offerings, this amount represents cost expended only by June 30, 2014.
Year 2: Expended $268,996 from BOG funds. Some instructor lines were not filled for 2014-15 but were filled in 2015-16.
Year 3: Expended $384,276 from FIU Enrollment Growth fund and $83,842 from Year 2 BOG remaining fund on 6 instructors at varying salaries plus fringe benefit.
Year 4: Expended $522,677 from FIU Enrollment Growth fund on 6 instructors at varying salaries plus fringe benefit.
Years 5: Expended $537,607 from FIU Enrollment Growth fund on 6 instructors at varying salaries plus fringe benefit.

b. A&P Salaries and Benefits

Florida International University

Year 2: Expended $96,294 from BOG funds and $36,563 from E&G funds for the advisors and marketing coordinator. The difference of $82,556 between the requested amount and expended amount will be utilized in FY16 to cover Year 3 expenses on a variety of categories.

Year 3: Moved the laboratory support staff from USPS in year 2 to A&P in subsequent years due to university-wide reclassifications. Expended $210,319 from FIU Enrollment Growth fund, $91,749 from FIU E&G continuing base fund and $21,746 from Year 2 BOG remaining fund for 3 advisors (1.5 paid by FIU Enrollment Growth fund, 1.5 paid by FIU E&G continuing base fund), 1.5 internship and outreach coordinator and 1 laboratory support staff.

Year 4: One advisor spent a portion of her effort on a project during this year and the rest on advising. A new advisor was hired in the middle of this year to make up the effort change on advising mentioned above. The 0.5 internship and outreach coordinator resigned during this year and the position was covered by a staff position. Expended $230,814 from FIU Enrollment Growth fund and $110,468 from FIU E&G continuing base fund for the equivalent of 3 advisors (1.5 paid by FIU Enrollment Growth fund, 1.5 paid by FIU E&G continuing base fund), 1 internship and outreach coordinator and 1 laboratory support staff.

Years 5: One advisor spent a portion of her effort on a project during this year and the rest on advising. One advisor resigned from FIU in the middle of the year. Expended $233,171 from FIU Enrollment Growth fund and $120,725 from FIU E&G continuing base fund for the equivalent of 3 advisors (1.5 paid by FIU Enrollment Growth fund, 1.5 paid by FIU E&G continuing base fund), 1 internship and outreach coordinator and 1 laboratory support staff.

c. USPS Salaries and Benefits

Florida International University

Year 2: Expended $86,013 from BOG funds.

Year 3: Moved the laboratory support staff from USPS in year 2 to A&P in subsequent years due to university-wide reclassifications. Expended $55,296 from FIU Enrollment Growth funds.

Year 4: The 0.5 internship and outreach coordinator resigned during this year and the position was covered by a staff position. Expended $53,772 from FIU Enrollment Growth funds.
Years 5: Expended $55,787 from FIU Enrollment Growth funds on 1 office support staff and 0.5 internship and outreach coordinator.

d. Other Personnel Services

Florida International University
Year 1: Expended $30 of BOG funds and $6,447 from E&G and/or IT Performance Funding to enhance Summer offerings. In cases of Summer C course offerings, this amount represents cost expended only by June 30, 2014.
Year 2: Expended $615,479 of BOG funds primarily for graduate and undergraduate teaching and learning assistants, and adjuncts.
Year 3: Expended $552,529 from FIU Enrollment Growth fund and $3,978 from Year 2 BOG remaining fund for graduate learning assistants, a significant number of undergraduate learning assistants, and a large number of adjunct faculty instruction sections.
Year 4: Expended $396,108 from FIU Enrollment Growth fund for graduate learning assistants, a significant number of undergraduate learning assistants, and a large number of adjunct faculty instruction sections.
Years 5: Expended $395,938 from FIU Enrollment Growth fund for graduate learning assistants, a significant number of undergraduate learning assistants, and a large number of adjunct faculty instruction sections and an hourly paid temporary employee for marketing.

e. Library Resources

Florida International University
Not applicable

f. Expenses

Florida International University
Year 2: Expended $60,565 of BOG funds for marketing expenses and some expenditures that cost below $5,000.

Year 3: Expended $14,139 from FIU Enrollment Growth fund and $2,267 from Year 2 BOG remaining fund for marketing expenses and some expenditures that cost below $5,000.
Year 4: Expended $12,862 from FIU Enrollment Growth fund for marketing expenses and some expenditures that cost below $5,000.
Years 5: Expended $5,971 from FIU Enrollment Growth fund for marketing expenses and some expenditures that cost below $5,000.

g. Operating Capital Outlay

Florida International University
Year 2: Expended $294,286 of BOG funds and $75,966 from E&G funds mostly on the new 8,000 sq. ft. Tech Station space that was nearly twice the projected 3,900 sq. ft. space.
Years 3-5: Not applicable.

h. Special Categories

Florida International University
Not applicable

C. BOG Budget Shortfall in Years 2; Sustainability of TEAm Grant Effort (CSIT Effort)

The deliverables for the CSIT effort will stay the same, as outlined in the original CSIT proposal. The 4.72% budget shortfall ($75,966) from Year 2 BOG funds provided to FIU was covered by the FIU's internal funds.
In order to continue CSIT levels beyond Year 2 of TEAm Grant funding, the provosts at FIU, UCF and USF are committed to sustaining funding for the CSIT TEAm Grant at the following (i) levels, and from the following (ii) sources:

(i) Level of new recurring institutional funding beginning Year 3:
Florida International University = $1,209,462
University of Central Florida = $1,879,378
University of South Florida = $1,610,255
(ii) Source of new recurring institutional funding beginning Year3:

New recurring investments, beginning in Year 3, will be allocated, by institution, from one or more of the following sources: (a) new tuition revenues generated from increased enrollment in IT, (b) future/prospective performance funding awarded to institutions, (c) reallocation of resources within the Colleges and/or across the university and/or (d) market tuition revenue.

Instruction & Research Costs (non-cumulative)	FIU Expenditures Spreadsheet						New Version Subtotal Award, E&G, C&G, and Auxiliary
	TEAm Grant Award	Continuing Base* (E&G)	Enrollment Growth (E&G)	Other New Recurring (E&G)**	Contracts & Grants (C&G)***	Auxiliary Funds***	
YEAR 1 - Expenditures							
Faculty Salaries and Benefits	0	51,696	0	0	0	0	$51,696
A & P Salaries and Benefits	0	0	0	0	0	0	$0
USPS Salaries and Benefits	0	0	0	0	0	0	$0
Other Personnel Services	30	6,447	0	0	0	0	$6,477
Library Resources	0	0	0	0	0	0	$0
Expenses	0	0	0	0	0	0	$0
Operating Capital Outlay	0	0	0	0	0	0	$0
Special Categories	0	0	0	0	0	0	$0
Total Costs	$30	$58,143	$0	$0	$0	$0	$58,173
YEAR 2 7/1-12/31/14 Expenditures							
Faculty Salaries and Benefits	268,996	0	0	0	0	0	$268,996
A & P Salaries and Benefits	96,294	36,563	0	0	0	0	$132,857
USPS Salaries and Benefits	86,013	0	0	0	0	0	$86,013
Other Personnel Services	615,479	0	0	0	0	0	$615,479
Library Resources	0	0	0	0	0	0	$0
Expenses	60,565	0	0	0	0	0	$60,565
Operating Capital Outlay	294,286	75,966	0	0	0	0	$370,252
Special Categories	0	0	0	0	0	0	$0
Total Costs	$1,421,633	$112,529	$0	$0	$0	$0	$1,534,162
YEAR 3							
Faculty Salaries and Benefits	83,842	0	384,276	0	0	0	$468,118
A & P Salaries and Benefits	21,746	91,749	210,319	0	0	0	$323,814
USPS Salaries and Benefits		0	55,296	0	0	0	$55,296
Other Personnel Services	3,978	0	552,529	0	0	0	$556,507
Library Resources	0	0	0	0	0	0	$0
Expenses	2,267	0	14,139	0	0	0	$16,406
Operating Capital Outlay	0	0	0	0	0	0	$0
Special Categories	0	0	0	0	0	0	$0
Total Costs	$111,833	$91,749	$1,216,559	$0	$0	$0	$1,420,141
YEAR 4							
Faculty Salaries and Benefits	0	0	522,677	0	0	0	$522,677
A & P Salaries and Benefits	0	110,468	230,814	0	0	0	$341,282
USPS Salaries and Benefits	0	0	53,772	0	0	0	$53,772
Other Personnel Services	0	0	396,108	0	0	0	$396,108
Library Resources	0	0	0	0	0	0	$0
Expenses	0	0	12,862	0	0	0	$12,862
Operating Capital Outlay	0	0	0	0	0	0	$0
Special Categories	0	0	0	0	0	0	$0
Total Costs	$0	$110,468	$1,216,234	$0	$0	$0	$1,326,702
YEAR 5							
Faculty Salaries and Benefits	0	0	537,607	0	0	0	$537,607
A & P Salaries and Benefits	0	120,725	233,171	0	0	0	$353,896
USPS Salaries and Benefits	0	0	55,787	0	0	0	$55,787
Other Personnel Services	0	0	395,938	0	0	0	$395,938
Library Resources	0	0	0	0	0	0	$0
Expenses	0	0	5,971	0	0	0	$5,971
Operating Capital Outlay	0	0	0	0	0	0	$0
Special Categories	0	0	0	0	0	0	$0
Total Costs	$0	$120,725	$1,228,474	$0	$0	$0	$1,349,199

Instruction & Research Costs (non-cumulative)	CSIT TEAm Cumulative Expenditures Spreadsheet						New Version
	TEAm Grant Award	Continuing Base* (E&G)	Enrollment Growth (E&G)	Other New Recurring (E&G)**	Contracts & Grants (C&G)***	Auxiliary Funds***	Subtotal Award, E&G, C&G,
YEAR 1 - Expenditures							
Faculty Salaries and Benefits	0	51,696	0	147,488	0	0	$199,184
A & P Salaries and Benefits	0	0	0	0	0	0	$0
USPS Salaries and Benefits	0	0	0	0	0	0	$0
Other Personnel Services	5,649	6,447	0	39,067	0	0	$51,163
Library Resources	0	0	0	0	0	0	$0
Expenses	0	0	0	8,645	0	0	$8,645
Operating Capital Outlay	0	0	0	0	0	0	$0
Special Categories	0	0	0	0	0	0	$0
Total Costs	$5,649	$58,143	$0	$195,200	$0	$0	$258,992
YEAR 2 7/1-12/31/14 Expenditures							
Faculty Salaries and Benefits	1,278,570	74,993	0	0	0	0	$1,353,563
A & P Salaries and Benefits	487,335	37,663	0	0	0	0	$524,998
USPS Salaries and Benefits	104,278	0	0	0	0	0	$104,278
Other Personnel Services	1,500,852	42,812	0	0	0	0	$1,543,664
Library Resources	0	0	0	0	0	0	$0
Expenses	229,545	5,735	0	0	0	0	$235,280
Operating Capital Outlay	400,161	75,966	0	0	0	0	$476,127
Special Categories	0	0	0	0	0	0	$0
Total Costs	$4,000,741	$237,169	$0	$0	$0	$0	$4,237,910
YEAR 3							
Faculty Salaries and Benefits	421,128	0	976,025	390,174	0	0	$1,787,327
A & P Salaries and Benefits	68,718	91,749	249,689	332,171	0	0	$742,327
USPS Salaries and Benefits	0	0	55,296	0	0	0	$55,296
Other Personnel Services	358,992	0	858,749	872,171	0	0	$2,089,912
Library Resources	0	0	0	0	0	0	$0
Expenses	3,185	0	24,497	6,660	0	0	$34,342
Operating Capital Outlay	0	0	938	0	0	0	$938
Special Categories	0	0	0	0	0	0	$0
Total Costs	$852,023	$91,749	$2,165,194	$1,601,176	$0	$0	$4,710,142
YEAR 4							
Faculty Salaries and Benefits	0	0	1,341,386	992,605	0	0	$2,333,991
A & P Salaries and Benefits	0	110,468	241,914	204,860	0	0	$557,242
USPS Salaries and Benefits	0	0	53,772	25,600	0	0	$79,372
Other Personnel Services	0	0	867,308	310,768	0	0	$1,178,076
Library Resources	0	0	0	0	0	0	$0
Expenses	0	0	37,693	334	0	0	$38,027
Operating Capital Outlay	0	0	11,000	0	0	0	$11,000
Special Categories	0	0	0	0	0	0	$0
Total Costs	$0	$110,468	$2,553,074	$1,534,167	$0	$0	$4,197,709
YEAR 5							
Faculty Salaries and Benefits	0	0	1,287,515	687,240	0	0	$1,974,755
A & P Salaries and Benefits	0	120,725	260,940	201,820	0	0	$583,485
USPS Salaries and Benefits	0	0	55,787	34,730	0	0	$90,517
Other Personnel Services	0	0	800,043	712,113	0	0	$1,512,156
Library Resources	0	0	0	0	0	0	$0
Expenses	0	0	10,275	1,442	0	0	$11,717
Operating Capital Outlay	0	0	0	0	0	0	$0
Special Categories	0	0	0	0	0	0	$0
Total Costs	$0	$120,725	$2,414,560	$1,637,345	$0	$0	$4,172,630

SECTION FOUR: Supplementary Information

Activities at UCF

Connections with Business & Industry

23 Active YES Program Industry Partners w/Students

1	Act-Chargers
2	AgileSrC, LLC
3	BBA Aviation USA, Inc.
4	Cameron Resources Group
5	Career Fair Plus
6	Central Florida Expressway
7	Datanautix
8	Design Launchers
9	dicapta
10	Envirobrite
11	Feyman Nano
12	Mitsubishi
13	NDI
14	One Stop
15	Orlando Utilities Commission
16	Sightplan
17	Sonobi
18	StratEx Partners
19	Talon Simulation
20	UCF, ORC, RIS
21	US Army Research Laboratory
22	VGlobalTech
23	Whatup Events

Student Testimonials

Student: Camilo Junoy
Degree: Computer Science, BS Graduated, December 2017
Internship: Design Launchers

Employment: Design Launchers (Also a YES partner)

Testimonial:
"The best program memory I had this year was recently, right after the annual YES Symposium. A few of the entrepreneurship track and internship track students stayed after the Symposium to discuss our future plans. Upon realizing that each of us had similar drive and goals that we wanted to achieve in our careers, we decided to form a mastermind group in order to continue professional collaboration and discussion, even after graduation. It was really exciting to meet other students who were just as ambitious as I was, and I wouldn't have gotten the opportunity to network with them if it weren't for the CAMP-YES program bringing us together."

Student: Ralitsa Wells
Degree: Computer Science, BS, Graduated May 2018
Internship: Sonobi (through CAMP-YES)
Employment: Sonobi

Testimonial:
"In the CAMP-YES community, I have made friends with peers whom I worked with throughout the semester as well as my mentor and instructor who guided me through the program. These friendships have made me feel more included in the STEM community because I was surrounded by those who wanted to see me succeed and learn. I felt more involved in CAMP-YES than any other program on campus because I was learning and applying what I learned to a real project with my peers."

Student: Andres Posada
Degree: Computer Science, BS, intent to graduate Summer 2018
Internship: AgileSRC, (through FLIT-YES)
Employment: Advance Recovery (paid internship)

Testimonial:
"The CAMP-YES community is both welcoming and nurturing. I have made countless friends and networked with many professors and local business professionals. This community has been one of my favorite aspects of this scholarship program, and many of the friends I have made in this program will be friends for life. My participation in my CAMP-YES internship has given me the experience needed to stand out and get noticed by employers. It turns out that as soon as I completed m program, my first internship

mentor through CAMP-YES at OUC hired me at the new company Advance Recovery, where he got hired".

Industry Testimonials:

Mentor & Company: Matt Henry, SightPlan
"Interns from the UCF YES program have helped SightPlan immeasurably. They have been a huge boon to various departments here and have contributed heavily to internal tools/utilities development, customer engagement, Quality Assurance, and active development of various customer-facing software modules. We are very pleased that UCF makes available such top-level talent to our organization."

Mentor & Company: Tom Tata, BBA Aviation
Our Interns are integrated into the regular Engineering team. The team assigns tasks to support daily work and projects. These tasks would need to completed by an Engineer on the team with or without an intern; however the support from the interns is tremendous. We have been very fortunate to have supported very talented students from UCF.

Mentor & Company: Mark Horn, AgileSRC
Andres is an extremely diligent and thoughtful student. He takes the time to assess problems and issues to ensure fully understands the steps needed to complete a project successfully and in a timely manner. We have taken advantage of his fluency in Spanish to convert or site and application into a Spanish version; he is truly an asset to our company and we are happy to have him on the team. We have monthly meeting with all of our interns to ensure that we are meeting their needs as a workplace and that they are enjoying and being challenged with the work they have been assigned Andres is a well-rounded and smart student and we see no reason for him not have a successful career upon graduation.

Media & Events

YES & CAMP-YES Social Event – October 10, 2017 (Fall) and February 28, 2018 (Spring)
Distinguished Speaker Panel Event – October 5, 2017
YES & CAMP-YES Symposium Event – April 2, 2018

UCF Captures National Computer Programming Title, Places 13th in World

https://today.ucf.edu/ucf-programming-team-places-1st-in-north-america-10th-worldwide/

UCF's student programming team ousted all competitors from the U.S. and Canada to finish first in North America and 10th worldwide in the Association of Computing Machinery's International Collegiate Programming Contest held in Beijing this week. This was the team's highest finish in more than three decades of competition. UCF defeated teams from the Columbia, Cornell, Harvard, Massachusetts Institute of Technology, and Stanford, among others. This year, Moscow State University was named the worldwide champion.

"It was great to show North America — and the world — that UCF is right up there with the rest when it comes to computer science and competitive programming," says Timothy Buzzelli.

The 3-member UCF team, comprised of computer science majors Timothy Buzzelli, Eric Ly and Alex Coleman, advanced to the international competition after winning the southeast regional championship in November. This year, 49,935 contestants from 3,098 universities in 111 countries competed, with the top 130 teams advancing to the worldwide finals in China. This is the sixth consecutive year UCF's computer

programming team has won the regional championship and earned a spot in the prestigious international event.

"I am extremely proud to represent UCF," says Buzzelli, who plans to work for Google or Facebook, companies he's interned with, when he graduates in December. "It was great to show North America — and the world — that UCF is right up there with the rest when it comes to computer science and competitive programming. MIT had a great team this year and they finished only 11 penalty points behind us. It felt especially great to beat them because our team coach, Arup Guha, graduated from there."

During the competition, teams tackle eight or more complex, real-world problems, working under an intense five-hour deadline in what is known as the "Battle of the Brains." Teammates collaborate around a single computer in a battle of logic, strategy and endurance that requires precision, problem-solving and an understanding of advanced algorithms. Incorrect solutions are assessed a time penalty. To win, a team must solve the most problems in the fewest attempts in the least cumulative time.

"It is a great honor to represent UCF at the ACM ICPC World Finals," says Ly, who started at UCF as a biomedical major with no programming experience and will graduate next month with his degree. "Being able to beat teams like Harvard and MIT is truly a great accomplishment as it shows that even though we are not from Ivy league school, with just a lot of hard work and proper guidance we can be just as competitive as any other school in the country."

Buzzelli and Coleman are also members of last year's UCF team that finished 13th at the international competition and was the highest ranked team from the United States.

Computer science Professor Ali Orooji serves as the faculty advisor for the team.

Annual UCF High School Programming Tournament for High School Teams

This annual tournament goes a long way in preparing high school teachers and their students for good computer programming practices and for attracting high school students to the Computer Science discipline and encouraging them to select CS/IT related majors when they join UCF. The 32nd Annual UCF High School Programming Tournament was held at the UCF campus March 12, 2018. The activities ran from 8:15 AM to 6:00 PM. A record number of 99 High School Programming teams along with their high school computer programming teachers or math teachers attended this tournament.

The tournament has been preceded by many weeks of hard work by the UCF contest committee and the technical judges to prepare problem sets and judge data. The link of this tournament is at http://hspt.ucfprogrammingteam.org/.

In the many years of hosting this competition, UCF has brought more than 4,300 high school students to the UCF campus, creating a significant pipeline of high-quality students who go on to college, earn a computer science or other STEM degree and eventually get good jobs. One of the students participating at the UCF High School Programming Tournament (three years in arrow) was selected for the USA IOI team (only four are chosen nationwide). It should be mentioned that this annual event is an excellent opportunity for high school teachers (computer programming and mathematics) to improve their curriculum and teaching strategies based on the established experience of the most-winning competitive UCF Computer Programming Team that has consistently been ranked as one of the top teams in the ACM International Collegiate Programming Contest during the past 35 years.

UCF High School Programming Tournament

Summer Institute @ UCF

The annual Summer Institute (SI) is very successful in attracting middle and high school students and encouraging them to select CS/IT related majors when they join UCF. The Summer Institute currently offers tracks in Biology, Computer Science and Computer

Programming. More than just a summer camp, each track offers a mix of activities designed to maximize learning through hands-on, individualized instruction with outstanding instructors. The links to the 2018 Summer Institute are given at:

http://siucf.cs.ucf.edu/
http://siucf.cs.ucf.edu/computer-science-overview/
http://siucf.cs.ucf.edu/programming-competition-overview/

The Summer Institute has a Computer Science track and a Competitive Programming track described below.

Computer Science Track
An intensive three-week day program for gifted and high-achieving students who have interest in learning the foundations of computer science and computer technology.

Competitive Programming Track
An intensive two-week residential program for gifted and high-achieving students who have a background in Computer Science with an interest in algorithms and programming competitions.

Summer Institute @ UCF

Activities at USF

Activities of the CS/IT/CpE Programs at USF

List of Internship Sites at USF

Students in the CS, CpE, and IT programs in the Department of Computer Science and Engineering can earn academic credit for industry internships. CS and CpE students can earn up to 6 credit hours, IT students up to 9 credit hours. Industry internships are strongly recommended for all students. These internships are supervised by Department faculty with required mid-term and final reports. Approximately half of all graduating students have had an industry internship while a student in the Department. The trend is that an increasing number of students have internships. Companies hiring Department students in the past year as interns include:

- ADI
- Airwave Networks
- Amazon
- Avatar Nutrition
- BMW Manufacturing
- CACI
- CAE
- Calton & Associates
- Chase Bank
- Citigroup
- Custom Mfg & Eng
- DTCC
- eTelligent Solutions
- Facebook
- FBI
- GE
- Geographic Solutions, Inc.
- Google
- International Police Science Assoc
- Jabil
- JL Marine Systems
- JP Morgan
- Leapdoctor
- Lockheed Martin
- Marschall Labs
- Millennium Technology Group
- Nielsen
- NAVDNA
- Northrup Grumman
- NTT Data
- ReliaQuest
- State Attorney Office
- SWFWMD
- Tech Data Corp.
- TECO
- Therapy Assistance Online
- Verizon

Student Testimonials

Student testimonials (from students earning industry internship academic credit) include:

"To female engineers: You might encounter a few obstacles in the workplace, so be sure to network with senior women to hear how they've found success in the industry. You may end up working in a team of all men, and you may be mistaken for a secretary/tourist/someone with a non-

engineering role. If this happens, don't let it bother you and keep being your awesome engineering self!"
~Student intern at Google in Summer 2017

"My advice for other students would be to not just learn from the books. During this internship, I have found that viewing the way the computer network is put together first hand is essential to a deeper level of understanding on the matter."

~Student intern at State Attorney's Office in Summer 2017

"The internship I had with JPMorgan Chase was a little strange at times as a result of the corporate environment, but in all was a highly educational experience, and gave me invaluable experience in which I got to make quite a few friends and lasting relationships with people in the industry."
~Student intern at JP Morgan in Summer 2017

"It's always good to work in different environments and get a feel for what your strengths and weaknesses are so that you can build upon your strengths and work on diminishing your weaknesses."
~Student intern at DTCC in Summer 2017

"This had been a better training then any class could have ever offered me and has helped me become a better leader, professional, and college student."
~Student intern at DTCC in Summer 2017

"My final piece of advice generated from my experience this semester is to not be afraid to step away from your area of comfort. I say this for 2 reasons. The first reason is because it will allow you the opportunity to expand your knowledge base. … The second reason is because it will allow you new opportunities that may have never been possible."
~Student intern at BMW Manufacturing in Fall 2017

"Everyone is very knowledgeable, very skilled, and super friendly and nice. This internship opportunity allowed me to learn so much more than I can learn at the university standpoint, gave me so much insight on how the industry works with business, and open so much more future opportunities with this experience."
~Student intern at Nielsen in Spring 2018

Media and Events for the CS/IT/CpE Programs at USF

Earned Exposure

On March 24 and 25 a Major League Hacking (MLH) hack-a-thon was held at USF. The hack-a-thon was organized by the SHPE-Tech student group and was sponsored by

- The Department of Computer Science and Engineering
- Accusoft
- CAE
- JP Morgan
- MongoDB
- SOFWERX

Over 150 students participated in this two day event, about half the students came from other institutions (with a bus from FIU – the bus funded by USF – with 50 students). This is a significant increase from 30 students last year.

Past and Future events

Student groups in the Department of Computer Science and Engineering bring industry guest speakers to the Department. These guest speakers present industry-relevant topics to the students and help to build stronger connections between the Department and local industry. The student groups had an average of one industry speaker per week for the fall and spring semesters. Companies who presented include Accusoft, CAE, Connectwise, JP Morgan, Raytheon, Sunview, and many others.

Students at Hack-a-bull

Students Demoing a Project

Media and Events for the MIS Program at USF

Mock Interview Series
One of the new initiatives we started with the TEAm grant over the last two academic years was the "mock interview" series, where we invited business executives to come in and "mock interview" BAIS students. Due to its success, we implemented the mock interview series again this year. Through the mock interview series, we have built deep relationships with businesses that have an interest in hiring our students. These companies send BAIS experts and HR representatives to conduct mock interviews, which allow our students to practice answering both technical and behavioral questions while building connections with industry contacts.

For many students, this was the first time they had ever been interviewed by a company representative (several students mentioned the feedback from these interviews helped them secure internships). Companies doing mock interviews in recent years include PSCU and Catalina Marketing.

The mock interviews were conducted in faculty offices in our department, further strengthening our relationships with companies, students, and our department.

Workshops for Career Preparation
Our student success specialist also conducted several *BAIS-focused* workshops for students. Below were the BAIS-specific workshops that were conducted:

- Resume writing/Cover Letter workshop (Fall and spring 2017-18)
- Secrets of Career Fair (Fall and spring 2017-18)

About 25-30 undergraduate students attended each of these events.

LinkedIn Photoshoot
To help student present a professional photo on their LinkedIn profiles, we held 2 photoshoots, one in each semester.

BAIS Speaker Series/Tech Talks
We continued our department's industry-*focused* distinguished speaker series, which we initially launched during 2014-2015 with partial support from the TEAm initiative. Our speaker series brings in BAIS related industry executives and leaders to address our BAIS students. The speakers and firms are listed below. Over fifty (50) undergraduate BAIS

students attended these speaker series this year. The following is a list of our speakers/company representatives during 2017-18.

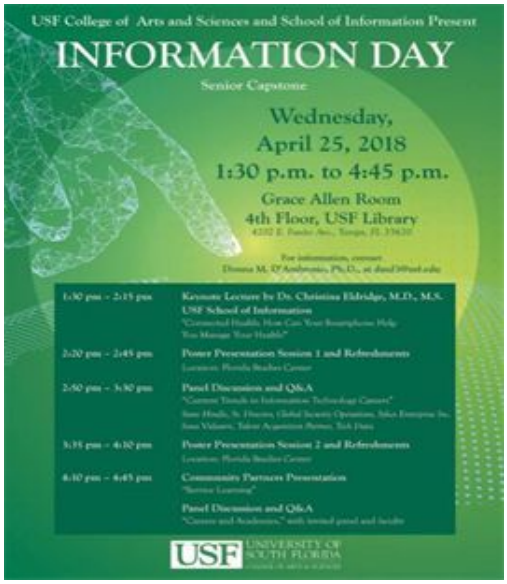
- **IBM Analytics**,
- **SME Solutions Group,** a local BI and analytics company,
- **Qlik Sense** Boot Camp,
- **Tampa Bay Bar Camp** - sessions planned for and by our developer community with related topics such as User Experience (UX), design, startups and many more

Boot-camps

We have been doing "boot-camps" on various technology topics for our students for the last five years. The idea behind boot-camps is to offer students a relatively stress-free environment to learn new technology. Students are exposed to the new technology, given a practice exercise with the new technology, and provided help during the session to complete the exercise. Since these are not graded and are not part of any course, students are free to participate and learn as much as they can. Typically, these are half-day sessions, some a little shorter, while others have been full-day events. One of our faculty hired using TEAm grant funds, Clinton Daniel, leads these boot-camps for the students. Over 30 undergraduate students attend these events each year. Boot-camps during 2017-18 include Understanding Hadoop, setting up a big data environment.

Media and Events for the IS Program at USF

- **Information Day 2018–**



Activities at FIU

Connections with Business & Industry

SCIS Career Awareness and Opportunities, FIU Office of Engagement Talent Development Network, FIU Career and Talent Development Office; those in bold indicate internships.

1-Source LLC	BrightSky	Flex Offeres	IJT Software	Picture Marketing	Skyline Communications	**Vertiv**
11th Judicial FL Courts	Broward County	Flex Offers	Live.com	**Pierson Media, Inc.**	Smart Invest	Vetting Zoo
3G Softtech	Cap Government	Forty Two Sports	**Lockheed Martin**	Pinecrest FL	Smartbeem.com	**VetVacationCE**
4it Inc	CCHS	Fun Camps	LSGMI	Pirtle Construction	**Social Hive Agency**	**VOA Voice Studios**
71lbs.com	Central Reach	GAIT Co	Luxare Realty	Pixel Supply	Solid Culture	VoiceRite
Actimedia Digital	CITRIX	**GE Appliances**	**m2e Consulting Engineers**	Pow Wow Products	Soloote.com	Wasabe
Ad Mobilize	**City of Coral Gables IT**	GeoFlik	Magnolia-CMS	**Power Financial CU**	SpeedETab	WeAreCleanTeam.com
Addigy	ClickBus	Global Bureau	Mako Surgical	Preemo	Speedy T360	Weblift
Aderant	Clinic Source	Google	Markys.com	Prime Inc	SproutLoud	**WebMe Technologies, Inc**
ADP	Clutch Prep	Goto IT Solutions	MBAF	**Progressive Insurance**	**SR All Stars**	Winrock
AES Engineering, Inc.	**CMB Visions Unlimited, Inc.**	Gov Simplified	**MDCPS IT Services**	Pure Play Research	**Starthub**	**Workscapes, Inc.**
Affordable SEO	Codeco Latino	Gozendo	**Mi9 Retail**	PVRTech	**State Farm**	Wurl Wind Solutions
Akamai	College CFO	Great Minds in STEM	Miami Dade Public Library	Qpaynet	Step Flix	XPT Inc.
All Covered	Comcast	**Gridics**	Miami Dolphins	RandStad SourceRight	Straat.co	XTEC
Altergra Health	**CONCACAF**	GRM Research	**Miami-Dade County**	RC3 FL	Studyrite	Y&R
Amadeus	CoPayday	Guarino	**MIC Food**	Real Deal Interactive	Sunfish Labs	Yahoo Inc
Amazon	**Costa Farms**	HBO Latam	**Midway Ford Miami**	**Refresh Miami**	SunGard	Year Up
AON Hewitt	**Cube USA**	Hernderson BH	MLB	Regional One	Sylvan Learning Center	Yellow Pepper
Apple	**CyberArk**	House of Berlin	Mondo.com	Relax the Back	Synergy BC	Yourlisten.com
Ardan Studios	**Deloitte**	**IBM**	Moocho.com	Reserv Hotel	TAM Training	
Arnold Creative Group	Denovo Review	**Iboss Cybersecurity**	Moscocs	Resfour	TEC Media	
Athelstan	Diversified Corp.	Icons Inc	**Mount Sinai Medical Center**	Reshape.com	Tekpert	
Automrk Solutions	DLATV	ID Tech	MTN	Reston Technologies	Teleswitch	
Avandata	**DreamsCloud**	Infolink	**National Security Agency**	**Ritek Consulting**	Textter	
Ave Maria Law	E-Builder	Infotechsoft.com	NBC Univision	River Cities	**The Business Forum Group**	
Aventusoft	EAC Consultants	Inktel	**Nearpod**	RK Answers	The Lab Miami	
Avionica	EBDSoft	Innovative Internet	**Newport News Shipbuilding**	Rokk3r Labs	The Tailor ED App	
Backpacks.com	EC Metrics	Insight Global	NextSphere	**RCCL**	theFBlock	
Banescou USA	Emerson	**Intel Corporation**	NOAA	RSMAS Univ. Miami	TI	
Baptist health	**Emphasys**	Internal Drive	Office Depot	Ryder	Tinez Construction	
Barry University	Ensureyourrent.com	Itopia	Ogangi.com	SageWorks	Touchup Teak	
BASG Corp	**Enterprise Risk Management**	**JP Morgan Chase**	**OMEALS**	Saint Thomas Univ.	**TriSpark Media Inc**	
Beta Lab Services	**EpicMD**	Kipu Systems	OpenBondX	Santillana USA	**Uber**	
Betrock	Evermark	KRFS	**Optimum7**	Sapient Nitro	**ULI&MORE LLC**	
Big and Famous	EZDocNow.com	KWEPR	P1 Analytics	**SherlockTalent, Inc.**	**Ultimate Software**	
Biorasi	**Famen LLC/Hairatin**	Latitude Maritime	Palm Beach County	Shiver	**United Data Technologies, Inc.**	
Biotrack HC	**Fetch My Vet**	Leap Factor	Park Street	Show Pitch	Univ. of Miami	
BlackBerry	**First Technology, Inc.**	Lemando	Peer1	**Signamax, Inc**	Urban4m	
Bookt	FIU	Level 11	**Perry Ellis**	Sil Micro	V2cigs.com	
Bright Gauge	FIU College Optical	Life Wallet	**PG STUDIO INC**	**Skyline Comm.**	Venture Hive	

Student Testimonials

Alastair Paragas, SCIS student completing his Computer Science degree, will intern at CERN, located in Geneva, Switzerland. CERN is the home of the hadron collider where the Higgs-Boson particle was discovered. Another great development at CERN was the creation of the modern internet – the world wide web, with web pages as accessible

documents through HTTP (HyperText Transfer Protocol), as developed by Tim Berners-Lee. Out of 1,560 complete applications, Alastair was chosen as one of three other U.S. students, and in total 33 other students around the world. Alastair will be doing research and software engineering work with CERN's distributed computing and data reporting/analytics team, under the mentorship of Manuel Martin Marquez.

"*I will ensure the software that transports real-time data collected from the various instrumentation and devices at CERN don't get lost! I also get to develop software that stores such data into both online transactional and analytical processing workloa*ds." ~ Alastair

Business/Industry Testimonials

Industry Advisory Board Members Meeting Statements April 2018 (Senior Design Symposium):

"Each year the senior projects keep getting better and better!"
-- Tom Packert, Owner, Phase One Systems, LLC

"The School is at a point in its development where it is creating a buzz in South Florida around all the technology it is creating. "
-- Bert Sylvestre, Vice President Business Development, Pro Logic Systems

"The students are developing some incredible projects"
-- Juan Caraballo, Director, Global University Programs, IBM Corp (Retired)

"Students are building really relevant solutions to meet customer problems."
-- Chris Fleck, Vice President, Emerging Solutions Citrix

"The School makes a compelling case to South Florida that they can deliver the talent to support the growing tech community."
-- Pete Martinez, IAB Chair, Chairman and Chief Executive Officer, Game Changer Tec

Media & Events

Farelogix and FIU SCIS Establish Airline Data Analytics Training Program

Farelogix and FIU SCIS today announced the formation of the new Data Science for Airlines Informatics (DSAI) program, an advanced training program focused on airline data analytics and decision sciences. The program will be dedicated to the study and implementation of advanced predictive analytics for the airline industry, using machine

learning and artificial intelligence (AI). Graduate students will work collaboratively with the Farelogix data and analytics team to develop new data models for optimizing airline revenue management and generating dynamic offers. The program will open in May 2018. https://www.cis.fiu.edu/farelogix-and-fiu-scis-establish-airline-data-analytics-training-program/

MangoHacks: Building code for fun can lead to students landing jobs

From improving your rehab to rehabbing your nightlife – these are just some of the problems that about 550 students tried to solve at the recent MangoHacks hosted at FIU's School of Computing & Information Sciences' PG6 Tech Station.
https://www.cis.fiu.edu/mangohacks-building-code-fun-can-lead-students-landing-jobs/

CodeFest Miami 2017 at FIU

CodeFest Miami (go.fiu.edu/codefest) is a computer science education outreach program created in 2014 by FIU's School of Computing and Information Sciences (SCIS) with generous assistance from industry partners and the organizing team Cristy Charters, Mario Eraso, and Steve Luis. This year there were 117 elementary and middle school children that attended, and the 9 "little sisters" from SCIS Big Sisters/Little Sisters initiative. https://www.cis.fiu.edu/codefest-miami-2017-fiu/

Got my first job! Working for Google

Krista Shuckerow, B.S in Statistics, second major – Economics; minor in Computer Science has accepted her first job at Google.

As a sophomore, I went to my first hackathon, MangoHacks, at FIU in spring of 2016. I walked in, joined a team, built a project and demoed how it worked at the end to a number of judges. One of them was an FIU alumnus who works at Google. He was impressed with our project and gave me, and all the other people on my team, his work email. At this point, I was like – 'wow programming is great. I want to do this all the time.'

https://news.fiu.edu/2018/02/got-my-first-job-working-for-google/119158

Dr. Mark Weiss is selected as IEEE Fellow

IEEE Fellow is an award and distinction granted to members of the Institute of Electrical and Electronics Engineers (IEEE) who have made "extraordinary accomplishments" in any of the IEEE fields of interest. IEEE and its members inspire a global community to innovate for a better tomorrow through its more than 423,000 members in over 160 countries, and its highly cited publications, conferences, technology standards, and professional and educational activities. IEEE is the trusted "voice" for engineering, computing, and technology information around the globe.

Link: https://www.cis.fiu.edu/dr-mark-weiss-selected-ieee-fellow/

SCIS Assistant professor awarded NSF CAREER

Mark A. Finlayson has been awarded a prestigious National Science Foundation CAREER award to develop new artificial intelligence techniques to automatically uncover and confirm the fundamental structures underlying narrative.

Link: https://www.cis.fiu.edu/scis-assistant-professor-awarded-nsf-career/

Dr. Iyengar was Awarded the Most Distinguished Ramamoorthy Award

Dr. Iyengar was awarded the most distinguished Ramamoorthy Award at the Society for Design and Process Science (SDPS 2017) Conference. "For important contributions to fundamental research in software engineering, computation on sensor networks and architecture".

Link: https://www.cis.fiu.edu/dr-iyengar-awarded-distinguished-ramamoorthy-award/

IBM Research posts research being performed at I/UCRC CAKE

The Center for Advanced Knowledge Enablement (CAKE), started at Florida International University and Florida Atlantic University under the advocacy of the National Science Foundation. CAKE has been a great resource for recruiting diverse talent for IBM Research via summer internship programs, which can eventually lead to a career in Research. For example, CAKE alums Shonda and Shalisha Witherspoon will join IBM Research in May 2018 to work on Distributed AI projects.

Links: https://www.cis.fiu.edu/ibm-research-post-research-performed-iucrc-cake/

https://www.cis.fiu.edu/shonda-and-shalisha-witherspoon-graduates-with-masters-degrees-and-a-job-offers/

Dr. Monique Ross receives NSF Grant

Understanding the Implications of Online Learning and Engagement. Strategies with Elements of Competition on Women Students' Engagement and Fit with Computer Science.

Link: https://www.cis.fiu.edu/dr-monique-ross-receives-nsf-grant/

FIU I-CAVE featured by Mechdyne

Integrated Computer Augmented Virtual Environment (I-CAVE) has a feature case study on Mechdyne, partners to create new innovations to improve collaboration and research, resolve workflow inefficiencies, and fill technology gaps. FIU I-CAVE is an instructional and research visualization facility located on FIU Modesto Maidique Campus. This facility can be used for both undergraduate and graduate instruction in a variety of fields across the natural and social sciences, humanities, and professional programs.

The I-CAVE provides new opportunities for students and faculty for research, creative projects, learning exploration and data visualization. The benefit for users is tremendous as this virtual environment provides for 2-D and 3-D visualizations of scalable data, a completely immersive experience of a virtual space, and the capacity to explore new ideas, places or objects in a dynamic and interactive visual environment.

Link: https://www.cis.fiu.edu/fiu-cave-featured-mechdyne/

FIU High School Programming Competition

Saturday, April 14th, 120 amazing high school computer science students and their teachers participated in our **13th Annual FIU High School Programming Competition**. They were amazing in every way.

Link: https://www.cis.fiu.edu/fiu-high-school-programming-competition/

FIU Coding Clubs Hackathon

The hackathon was the third and last spring event organized by middle school girls from the FIU Coding Clubs. Thirty students participated: 18 from the FIU Coding Clubs and 12 from our partner Code/Art, a local nonprofit organization.

Link: https://www.cis.fiu.edu/fiu-coding-clubs-hackathon/

Local middle/high school students learn about STEM at CEC Engineering Expo

On Friday, February 23, 2018, **FIU's College of Engineering and Computing** hosted its 17th annual **Engineering Expo**. The event attracted over 1,500 students from **Miami Dade County Public Schools** and **Broward County Public Schools**, two local school districts. During the event, students were exposed to science, technology, engineering and mathematics (STEM) subjects and how they overlap in projects, experiments, and research applications.

Link:**https://www.cis.fiu.edu/local-middle-high-school-students-learns-stem-at-cec-engineering-expo/**

Hacking with Amazon Alexa!

MLH LocalHost event: Hacking with Amazon Alexa is hosted by Women in Computer Science (WiCS) and the Association of Computing and Machinery (ACM). This workshop is designed for beginners interested in creating your first skill for Amazon Alexa, the voice service that powers the Amazon Echo.

https://www.cis.fiu.edu/hacking-amazon-alexa/

SECTION FIVE: Program Advancement

Challenges

- The TEAm grant funds do not support all aspects of the grant effort equally well. For example, the TEAm budget does not have explicit funds to cover the certification exams for students.
- The management of the CSIT activities at USF is complicated by the fact that the project is split across three colleges with different accounting and budget personnel.
- Transporting students from their institution to another institution that hosts a physical career fair is a challenge; not too many students participated in another institution's physical career fair.
- There are many academic programs (11) and many activities associated with the CSIT TEAm grant. There are also many stakeholders that contribute to this grant's successes. Therefore, the management of this grant effort and the continuous persistence for the attainment of good measurable outcomes are always a challenge.
- The number of students in the CSIT TEAm disciplines have increased while the budget has stayed fixed from Year 1 to Year 5. This makes it harder to show significant improvement in student performance at the gateway courses.

Lessons Learned

- Every activity, especially coordinating amongst the three institutions activity, promised in this grant effort, requires careful planning to guarantee a successful first implementation followed by a reasonable oversight to assure its continuing success in its subsequent implementations. The TEAm Internships Portal is an excellent example for the success of this strategy. The sharing of on-line courses offered in Fall 2015, Spring 2016, Fall 2016, Spring 2017, Fall 2017 and Spring 2018 is a second example.
- Having a nimble Project Committee that meets regularly (bi-weekly) and discusses all the issues associated with this grant effort and takes swift actions, as deemed appropriate, is an important prerequisite for the success of this effort.
- Involving the Institutional Assessment Offices in creating and implementing the Completers Surveys has been important for the proper construction of the survey questions and for ensuring that the surveys are applied uniformly in all three institutions.

- Good experience in an activity in one institution is used to improve the counterpart activity in the other institutions. The intrusive advising effort pioneered by UCF in Years 4 and 5 has helped the three institutions in significantly increasing the number of degrees awarded. Specifically, the number of bachelor's degrees earned in Year 5 for all participating majors in all three institutions (1611) is larger by 35.6% than the projected number (1188) and is larger by 1.6% when compared to the expected number of 1585 earned degrees provided in our grant application. Our 5-year effort has resulted in increasing the number of degrees awarded in Year 5 (17-18) by 70.1% compared to the number of degrees awarded in the baseline year (12-13).
- It is important to provide students with learning experiences far beyond the classroom. Experiential, hands-on learning opportunities that expose students to specific technologies and problem solving excites and inspires students.
- On campus recruiting efforts are important as they can have a significant impact on the growth of our program. Efforts should be focused on building awareness of the program to existing students that are undecided in their major and/or are interested in changing their major.

Outcomes, Sustainability:

There are a few important outcomes as a result of this multi-institutional, 5-year, CSIT, TEAm grant effort:

- **Number of Degrees:** In Year 5, the CSIT TEAm grant produced more degrees than the promised expected number. In prior years, the CSIT TEAm grant effort produced slightly more or slightly less than the expected number of degrees. Overall, for all the five years of the grant the CSIT TEAm produced a total of 6,584 degrees, 4 more degrees than the promised number of expected degrees (6,580). Specifically, in Year 5 we produced 70.1% more degrees than those produced in the baseline year. This achievement is higher than what we promised at the proposal stage (at the proposal stage we promised that we would produce (in Year 5) 67.4% more degrees than those produced in the baseline year. It is expected that CSIT TEAm's fifth year degree production will persist in future years (this expectation is based on factors not completely controlled by the CSIT TEAm proposers (e.g., the interest of students in the IT-related disciplines continues)).
- **Completers Outcomes:** In Year 5 the CSIT TEAm grant's completers either worked full time or went to graduate school full time at a high 80's rate (actually 87%). These numbers were consistent for all the years of the grant. It is expected that these good numbers will continue in future years as well (this expectation is

based on a number of factors not completely controlled by the CSIT TEAm proposers (e.g., the US economy)). It is expected, in future years, that the three institutions will continue their efforts of collecting the completers outcomes, stipulated by the CSIT TEAm grant.

- **A 5-Year, $5M NSF grant (FLIT-PATH):** The good collaborative efforts of the CSIT TEAm grant resulted in an NSF-funded, multi-year collaborative grant effort (2016-2021), involving the three institutions (UCF, FIU, USF; FIU is lead) to influence the retention, graduation, and experiential learning opportunities of academically talented and financially needy students in CS, IT and CpE disciplines. This effort will continue and some of the sustained efforts of the CSIT TEAm grant will carry over to the FLIT-PATH grant effort (e.g., shared online courses).
- **Common Internship Portal:** The CSIT TEAm grant effort designed a common internship portal where students from each of the three institutions were exposed to summer internship opportunities from all three participating schools. This way, students were exposed to all internship opportunities and employers had the opportunity to hire students from all three institutions. The Common Internship portal led the three institutions to agree on a common software platform to expose students to the available internship opportunities at their respective institution. The next step is for the common internship portal sharing of internship opportunities concept to be migrated to the common internship platform that the three institutions are now using.
- **Shared Online Courses:** CSIT TEAm students had the opportunity to take on-line courses, shared amongst students from all institutions. CSIT TEAm made this process of sharing online courses seamless to the students. This way the students had the opportunity to choose from a wider variety of courses that resulted in faster graduation for some of the CS, IT, CpE, MIS students. It is expected, in future years, that the sharing of courses will continue and expanded, appropriately, per mutual agreement of all parties involved.
- **Aggressive Advising:** All three institutions in the CSIT TEAm grant effort involved more advisors and expanded the advising services offered to students. This activity had a beneficial effect on the students' pathway to graduation. In particular, an aggressive advising effort, spearheaded by UCF, and followed by USF and FIU, resulted in increasing by 180 the number of degrees produced in Year 5 compared to the number of degrees produced in Year 4 of the grant. It is expected that these aggressive advising efforts, tailored to the peculiarities of each of the participating institutions, will continue in future years.

State University System of Florida, Board of Governors

Targeted Educational Attainment (TEAm) Grant Initiative

July 2018 Reporting

University of South Florida (lead institution)
Florida International University
University of Central Florida

"An Innovative, Collaborative Approach to Increasing the Supply of Quality Accounting Graduates in Florida"

State University System of Florida, Board of Governors
Targeted Educational Attainment (TEAm) Grant Initiative

July 2018 Reporting

Project Title: "An Innovative, Collaborative Approach to Increasing the Supply of Quality Accounting Graduates in Florida

Lead University: University of South Florida

Partnering Institution(s): Florida International University, University of Central Florida

This is to certify that I have reviewed the 2018 Annual Report of the Accountancy Project associated with the Targeted Educational Attainment (TEAm) Grant Initiative.

Signature

Dr. Ralph C. Wilcox
Printed Name

Provost and Executive Vice President
Title

University of South Florida
Institution

7/11/18
Date

State University System of Florida, Board of Governors
Targeted Educational Attainment (TEAm) Grant Initiative

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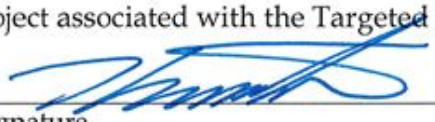

Signature

Dr. Kenneth G. Furton
Printed Name

Provost, Executive Vice President, and
Chief Operating Officer
Title

Florida International University
Institution

6/28/18
Date

Signature

State University System of Florida, Board of Governors
Targeted Educational Attainment (TEAm) Grant Initiative

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Signature

~~Dr. Elizabeth A. Dooley~~ Dr. Elizabeth Klonoff
Printed Name

Interim Provost
Title

University of Central Florida
Institution

Date

Signature

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RECEIVED:
JUL 05 2018
OFFICE OF THE PROVOST

Date: July 3rd, 2018
To: Dr. Elizabeth Dooley, ***Interim Provost***
From: Dr. Gregory Trompeter, ***Director for the Kenneth G. Dixon School of Accounting***

Attached: **Targeted Educational Attainment (TEAm) Grant Initiative**

The project, titled "An Innovative Collaborative Approach to Increasing the Supply of Quality Accounting Graduates in Florida" was one of four applications selected to be funded under the Targeted Educational Attainment (TEAm) Grant Program. All grant funds received were expended by the three institutions (The University of South Florida, Florida International University, and the University of Central Florida) collaborating on the Accountancy TEAm grant.
This is the final status report for the Accountancy TEAm Grant project. The first section provides an overview of the project, its structure, ongoing progress on key activities, and lessons learned. The second section provides data on the outputs associated with the program including the final update on enrollments, completions (graduates), graduation rates, and completer outcomes. The third section provides a description of grant fund expenditures. The fourth section provides supplementary information about the project's impact on students, business and industry, and university operations. The fifth and last section identifies opportunities for program advancement resulting from participation in the TEAm Grant Initiative.

Dr. Dooley's review and signature is required. There is 1 signature line for Dr. Dooley on Page 4. Please return to **Gregory Trompeter or Andrea Farfan**

Thank you,
Gregory Trompeter
Director, Kenneth Dixon School of Accounting
407-823-2876

PAUL JARLEY

Please see attached email for information on

Acting Interim Provost, Dr. Elizabeth Klonoff

Vice President for Research and Dean of The College of Graduate Studies
Vice President For Research & Commercialization

Thank you,

Maxene

Maxene Wilbanks

From: Debra Copertino
Sent: Tuesday, June 26, 2018 11:24 AM
To: Rick Schell; Sandra Cherepow
Cc: Dania Suarez; Joel Hartman; Paige Borden; Ronnie Korosec; Sherry Andrews; Maribeth Ehasz; Abraham Pizam; Bahaa Saleh; Deborah German; Pamela Carroll; Jeff Jones; Elizabeth Dooley; Mary Lou Sole; Michael Georgiopoulos; Michael Johnson; Paul Jarley; William Merck; Deborah Pease; Eileen Ryan; Carolyn Standner; Gwen Ransom; Ida Arredondo; Lesanne Brunswick; Denise Whiteside; Karen Smith; Rita Mammino; Debra Urban; Deborah Williams; Barbara Conner; Maggie Leclair; Angie Carloss; Cindy Hawks; Hina Behal; Jeffrey Moore; Elizabeth Klonoff; Tracy Clark; Jose Fernandez; Margaret Mlachak; Jana Jasinski; Juan Lugo; Jennifer Van Deuren; Dale Whittaker; Maxene Wilbanks; Sheila Gutierrez de Pineres; Laura Stylianou; Grant Heston; Christine Dellert; Adam Clayton; Kelli Marini
Subject: RE: Acting Provost

Greetings,

Interim Provost Elizabeth Dooley will be out of the office on annual leave beginning Friday, June 29, 2018 through Thursday, July 12, 2018. Dr. Michael Georgiopoulos will serve as acting interim provost on June 29 and Dr. Elizabeth Klonoff will serve as acting interim provost July 2-12.

***Following is the contact information for Dr. Georgiopoulos*:**

Cell phone: (407) 312-0957
Assistant's contact information: Deb Williams (407) 823-3892

***Following is the contact information for Dr. Klonoff*:**

Cell phone: (619) 733-1535
Assistant's contact information: Adam Clayton (407) 882-1119

Please let me know if you have any questions.

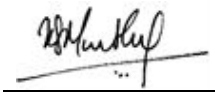
Thank you,
Debbie

Debbie Copertino
Senior Administrative Assistant
Office of the Provost
University of Central Florida
(407) 823-2698

Lead University/Project Contact: Dr. Uday Murthy, Director, Lynn Pippenger School of Accountancy, University of South Florida (umurthy@usf.edu /813.974.6516)

In submitting this report for the Targeted Educational Attainment Grant Initiative, I attest that

1) the information presented in this report is accurate to the extent known, and
2) the courses and content delivery in the preceding period incorporated principles of universal design and were compliant with the American with Disabilities Act, Sections 504 and 508 of the Rehabilitation Act of 1973 and the Web Content Accessibility Guidelines.



Signature

Uday S. Murthy
Printed Name

Director, Lynn Pippenger School of Accountancy
Title

University of South Florida
Institution

July 2, 2018
Date

Table of Contents

Executive Summary

Introduction

SECTION ONE: Project Description
Organizational Structure Progress
on Key Activities

SECTION TWO: Performance Metrics
Upper Division Enrollments
Bachelor's Degree Earners
Completion Rates
Completer Outcomes SECTION

THREE: Budget Narrative

SECTION FOUR: Supplementary Information
Connections with Business & Industry
Media & Events

SECTION FIVE: Program Advancement

Executive Summary

On March 20, 2014, the University of South Florida, Florida International University, and the University of Central Florida were awarded $ 3,643,157 of legislatively appropriated funds by the Board of Governors to pay down the gap in Accounting. The project, titled "An Innovative Collaborative Approach to Increasing the Supply of Quality Accounting Graduates in Florida" was one of four applications selected to be funded under the Targeted Educational Attainment (TEAm) Grant Program. All grant funds received were expended by the three institutions collaborating on the Accountancy TEAm grant by June 30, 2016.

Final Performance Metrics, July 2018 Submission

The number of upper division enrollments during the 2017-18 academic year decreased slightly (by 3.5%) compared to 2016-17. Cumulatively over five years across all three collaborating institutions total enrollments are 102% of the "projected" number and 100% of the "expected" number. In terms of enrollments, the TEAm grant expectations have been fulfilled.

The number of bachelor's degrees earned during the 2017-18 academic year increased over 2016-17. Cumulatively over four years across all three collaborating institutions the number of graduates produced are 105% of the projected number and 94% of the expected number. We are hopeful that the increase in the number of graduates in 2017-18 will continue in 2018-19 and beyond.

Graduates answered a brief questionnaire regarding their post-college outcomes. Further information on those graduates who responded to the survey may be found in Section Two of this report under "Completer Outcomes."

In conclusion, across the three institutions, the enrollment targets were met and the number of graduates produced exceed the projected number, which is what would have been expected without the grant funding. Thus, although the goals set over five years ago in terms of the expected number of graduates were not met, we believe the grant dollars were put to good use and have resulted in a growth in Accountancy enrollments in the programs of the three collaborating institutions.

Introduction

This is the final status report for the Accountancy TEAm Grant project. It is organized in five sections. The first section provides an overview of the project, its structure, ongoing progress on key activities, and lessons learned. The second section provides data on the outputs associated with the program including the final update on enrollments, completions (graduates), graduation rates, and completer outcomes. The third section of the report provides a description of grant fund expenditures. The fourth section provides supplementary information about the project's impact on students, business and industry, and university operations. The fifth and last section identifies opportunities for program advancement resulting from participation in the TEAm Grant Initiative.

SECTION ONE: Project Description

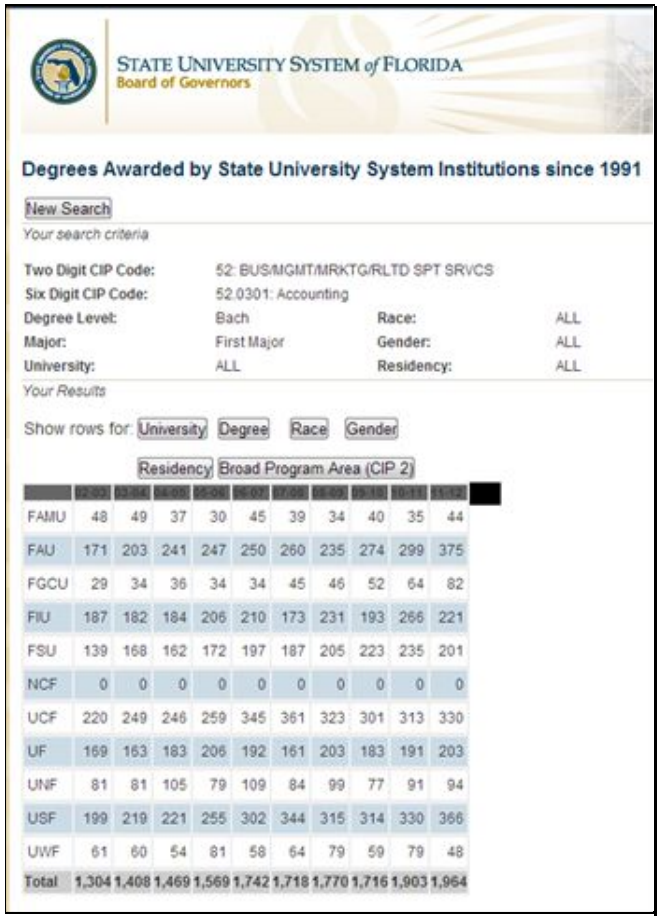
The baccalaureate degree program targeted in this grant application is Accounting (CIP code 52.0301), within the "Accounting, Financial Services and Auditing" targeted program area. There are no explicitly defined concentrations, tracks, or specializations in this degree program; however, graduates will have the knowledge and skills to work as financial accountants, cost accountants, tax accountants, and auditors. A total of 120 credit hours are required for a bachelor's degree in accounting.

This grant represents a collaborative effort of the following three institutions: University of South Florida (lead institution), University of Central Florida and Florida International University. The three collaborating institutions are organized as professional "schools of accountancy" within their respective business colleges. All three were recently reaccredited by the Association to Advance Collegiate Schools of Business (AACSB).

Each of the three collaborating institutions individually implemented a number of jointly-developed interventions aimed at increasing the number of bachelor's degrees in accounting at their respective institutions. The interventions, for which grant resources were used, comprise the following: (a) capping class sizes and increasing the number of sections of key upper-level accounting courses by hiring additional instructional faculty; (b) developing online tutorials and increasing the number of live tutors to facilitate successful completion of rigorous upper-level accounting courses; (c) hiring an internship coordinator to identify accounting internship opportunities and match students with these opportunities; (d) incentivizing timely graduation by providing scholarships to students who successfully follow the recommended course completion path; (e) hiring advisors for accounting students to provide targeted advice and closely track the progress of accounting students to facilitate timely graduation; (f) developing "bridge programs" for high-school and community college students aimed at educating them about careers in accounting and the nature of an undergraduate program in the field; and (g) expanding marketing of the accounting major, among both high-school students and college freshmen who are undecided on their major.

These three institutions are located in three high-population counties in Florida: Hillsborough, Orange, and Miami-Dade. Two of the institutions (USF and UCF) are located in counties with high projected future population growth (Hillsborough and Orange, respectively), as indicated in Map 1 of the Commission on Higher Education

Access and Educational Attainment final report, "Aligning Workforce and Higher Education for Florida's Future." Collectively, the three collaborating institutions generate 46.7% of the total undergraduate Accounting degrees from all SUS institutions in Florida in 2011-12 ([221+330+366]/1964, see figure 1 below).



STATE UNIVERSITY SYSTEM of FLORIDA
Board of Governors

Degrees Awarded by State University System Institutions since 1991

New Search

Your search criteria

Two Digit CIP Code:	52: BUS/MGMT/MRKTG/RLTD SPT SRVCS		
Six Digit CIP Code:	52.0301: Accounting		
Degree Level:	Bach	**Race:**	ALL
Major:	First Major	**Gender:**	ALL
University:	ALL	**Residency:**	ALL

Your Results

Show rows for: University Degree Race Gender

Residency Broad Program Area (CIP 2)

	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12
FAMU	48	49	37	30	45	39	34	40	35	44
FAU	171	203	241	247	250	260	235	274	299	375
FGCU	29	34	36	34	34	45	46	52	64	82
FIU	187	182	184	206	210	173	231	193	266	221
FSU	139	168	162	172	197	187	205	223	235	201
NCF	0	0	0	0	0	0	0	0	0	0
UCF	220	249	246	259	345	361	323	301	313	330
UF	169	163	183	206	192	161	203	183	191	203
UNF	81	81	105	79	109	84	99	77	91	94
USF	199	219	221	255	302	344	315	314	330	366
UWF	61	60	54	81	58	64	79	59	79	48
Total	1,304	1,408	1,469	1,569	1,742	1,718	1,770	1,716	1,903	1,964

Figure 1: Bachelor's degrees in Accounting awarded by SUS institutions
(Source: FL BOG web site: http://www.flbog.edu/resources/iud/degrees_search.php)

Organizational Structure

The overall project lead for this TEAm grant is Dr. Uday Murthy, Director of the Lynn Pippenger School of Accountancy at USF, which is the lead institution. At USF St. Petersburg, which is also receiving TEAm grant funds, the project coordinator is Dr. Debbie Sinclair. At each of the other collaborating institutions the project leads are the directors of the schools of accounting: Dr. Ruth Ann McEwen, Director of the School of Accounting at FIU, and Dr. Greg Trompeter, Director of the Dixon School of Accounting. The reporting structure we have developed is for the project coordinator at each collaborating institution to submit their individual reports to Dr. Uday Murthy a few days before the reporting deadline. Dr. Murthy then compiles the complete report and submits it to the Florida BOG. Regarding communication structures, the three directors of the accounting programs at USF, FIU, and UCF communicate via email and phone as necessary.

Progress on Key Activities since the July 2017 Report

Institution 1a. University of South Florida, Tampa (lead institution)

Activity 1--Faculty hiring: Although we had used TEAm grant funds to hire additional instructional faculty on a visiting basis in the 2014-15 academic year, due to budget constraints we did not extend their contracts. In the 2017-18 academic year we had the same number of faculty as we did in the 2016-17 academic year. Class sizes in 2017-18 were approximately the same as in the previous academic year. Student performance in 2017-18 was about the same as in 2016-17, since we continued the tutoring program and Friday lab sessions led by faculty, both of which are being funded through alternative sources.

Activity 2--Online video tutorials: The instructional videos that were completed in the 2015-16 academic year were made available to our students through our learning management system (Canvas). Students are made aware of these resources in their first upper-level accounting courses, namely Intermediate Accounting I. We find that the instructional videos are being accessed by our students. In the 2017-2018 academic year, the videos were viewed by 994 students at USF (the videos are available to students at USF St. Petersburg and USF Sarasota- Manatee), with an average of 27 views per student.

Activity 3--Internship coordinator hiring: In 2017-18, our Student Success Advisor (Dr. Reggie Shouse) continued to promote internship opportunities to our students

and connect students with potential employers. Every Thursday we send out an "internship newsletter" to all accounting majors. The internship course continues to be popular with students. Dr. Shouse also coordinates employer events on campus throughout the year including our first "Meet the Firms" event held prior to the fall and spring career fairs. The spring 2018 career fair was attended by 455 students and 47 employers seeking to recruit students for internships and full-time positions.

Tables showing the Accounting career fair data and the internship course enrollment data for the last several semesters follow.

ACCT CAREER FAIR	Student Attendance	Employer Attendance
Fall 2016	318	55
Spring 2017	332	38
Fall 2017	394	61
Spring 2018	455	47

ACG 4940 (internship course)	Summer 17	Fall 17	Spring 18	Summer 18
Enrollment	21	14	39*	23

*A number of our accounting firms noted that in spring 2018 the majority of their interns had graduated in December 2017 and were not taking the internship course for credit.

Activity 4--Accounting advisor hiring: Our Student Success Advisor Dr. Reggie Shouse continues to work with Accountancy students to provide them with course-related and career advice. In 2017-18 he conducted 377 individual student advising appointments and oversaw the tutoring program for Intermediate 1 and Cost 1. The tutoring program comprised four graduate level tutors, who provided a total 1900 hours of tutoring over the course of the 2017-18 academic year (~80 hours per week, 5 days/week, and 8 hours per day). In 2017-18 they conducted 1,663 individual tutoring sessions averaging 99 minutes in length. The tutoring services are being provided in a tutoring lab in the main undergraduate library, which is a convenient location for our students. The number of live tutoring visits increased this year by 594 compared to 2016-2017.

Analysis of both tutoring and bootcamp participation data indicate that students who participate in tutoring have a lower rate of failure or withdrawal from ACG 3103 (39.04%) than students who do not participate in tutoring (49.84%). Bootcamp participation data shows an even larger difference in the fail or withdraw rates for ACG 3103 between those who participate (35.90%) and those who do not participate (51.85%). The GPA for students who participate in these two student success

initiatives was also significantly higher than students who did not. Students who participated in tutoring had an average GPA of 2.29 whereas students who did not had an average GPA of 2.14. The average GPA of bootcamp participants was 2.5 compared to 2.01 for students who did not attend bootcamp.

The tables below show performance data in the key ACG 3103 Intermediate Accounting I course for fall 2017 and spring 2018. As the tables show, student performance is significantly better for those who attend tutoring and the bootcamp, compared to students who do not take advantage of these resources. The GPA is higher and the drop rates are lower for students who attend tutoring and the pre-semester bootcamp.

Fall 2017	GPA	W's	C, D, or F's	No. of students
With Tutoring	2.43	21	14	81
With Bootcamp	2.59	19	12	78
Without Tutoring	2.16	53	31	150
Without Bootcamp	2.07	55	33	153

Spring 2018	GPA	W's	C, D, or F's	No. of students
With Tutoring	2.00	9	13	56
With Bootcamp	2.26	11	9	49
Without Tutoring	1.95	32	30	117
Without Bootcamp	1.85	30	34	124

Activity 5--Scholarships: All TEAm grant scholarship funds were expended by June 30, 2016. In the 2017-18 academic year, we provided scholarships to accounting students through a variety of other sources.

Activity 6--Informational programs about accounting: In 2017-18 USF admissions made a decision to no longer meet with students on the community college campuses. In the past Dr. Shouse made 5-6 visits per year to Hillsborough Community College, St. Petersburg College, and Polk State College. This was not the case this year. Rather, potential transfer students were invited to attend an event on the USF Tampa campus. Dr. Shouse also coordinated three USF Muma College of Business "Open House" events. These events allowed recently admitted high school seniors and their families to visit the Muma College of Business and

learn more about the accountancy major, meet with alumni from the program, and hear about career opportunities in the field of accounting. Our main recruitment event, labeled "Accounting Preview Day" was conducted in fall 2017. About 100 high-school students attended this event to learn about the accountancy major and career opportunities in the field of accounting. The session included presentations by alumni, faculty, and current students.

Activity 7--Marketing of accounting major: Marketing materials were developed and produced during the 2014-15 academic year with TEAm grant funds. In the 2017-18 academic year, we continued to use these marketing materials during recruitment visits and events.

Institution 1b. University of South Florida, St. Petersburg

Activity 2 – Tutors: Tutoring for upper level accounting students continues to be offered in the campus Student Success Center.

Activity 3 – Internship Coordinator: We continue to place accounting majors in both internships and full-time positions. Additionally, 17 undergraduate and six graduate students spent more than 2,200 hours preparing tax returns in spring 2018 as part of the VITA program. According to the IRS, USFSP students generated in excess of $1.3 million in tax credits for Pinellas County residents.

Activity 4 – Marketing/Recruiting: We've continued holding our Achievement Celebration; however, we now recognize high-performing students in the Principles of Financial Accounting as well as the Principles of Managerial Accounting course. The fall celebration recognizes all students who received either an A or a B in either course in the previous spring and summer semesters. The spring celebration recognizes these students from the previous (fall) semester. Again, our hopes in recognizing these high achieving students is that those who had not previously considered majoring in accounting may do so after realizing that they are good at it.

We continued our "Welcome to the Major" program. The purpose of the program is to inform new accounting majors of the resources available to them and to make them feel connected to the Program of Accountancy (POA). During the first week of classes, a representative from the career services office visits all of the Intermediate Financial Accounting I classrooms to welcome the students and discuss the services offered by the career center. Each student receives information on required courses, possible career paths for accounting majors, and other items to help them get acquainted with the program and the career services center.

Activity 5—Scholarships: In an effort to generate publicity and reputation for USFSP's accounting program, faculty members have been actively nominating and/or encouraging our accounting majors to apply for scholarships. This year we were particularly successful. Leigh Crump and Kevin Labue each won a $1,000 scholarship from the Association for Certified Fraud Examiners (ACFE); Rebecca Freeman, Michelle Teeter, and Athena Xenakis were each awarded a $2,000 FICPA scholarship; and Heather Robinson won a $10,000 scholarship from the Public Company Accounting Oversight Board (PCAOB).

Institution 2. Florida International University

Activity 1- Bootcamps, Activities at MDC: At Florida International University, School of Accounting, we continued to offer a boot camp in accounting fundamentals directly before our entrance examination. Based on the strongly positive feedback from the students attending the boot camp, we continue to offer it three times per year on the weekend directly preceding the entrance examination. Since we began this program in 2014, 2,780 students have taken the accounting entrance examination. Of those participating in the boot camp, 61% passed the exam, while only 47% of those not participating passed the examination. We will continue this valuable service for students who wish to major in accounting.

We continue to work with Miami Dade College on advising their transfer students. The transitions have been much smoother as a direct result of the TEAm grant.

Activity 2- Advisor: We hired an advisor in 2014. Other activities include:

- We made our Orientation program mandatory for all who successfully complete the Entrance Exam.
- We begin our intensive advising efforts at Orientation and continue these efforts throughout a student's undergraduate studies. Our advisors call every SOA student every semester, ensuring that questions are always answered.
- In our Intermediate I course, we contact every student who scores below 70% on their first two examinations to offer help. If students are working too many hours, many times we can find funds to offer small scholarships to offset work hours.

Institution 3. University of Central Florida

Activity 1--Online video tutorials: The accounting tutorial videos have been created and are posted for all students to access through our College of Business website and our learning management system. Our faculty have continued to utilize these videos to help reinforce the more difficult accounting topics in their courses. A survey showed that 87% of student respondents (590 responses) in the principles of financial

accounting class found the videos to be helpful or very helpful.

Activity 2--Internship coordinator hiring: This position had been filled prior to the 2017-18 report, however, the effort was unsuccessful for two reasons: (1) At UCF, our accounting BSBA degree catalog does not offer credit for undergraduate internships, however, the master's program does offer credit. Therefore, most students wait until their master's program to complete their internship. (2) In the Central Florida market, employers have a strong preference for Graduate student interns. Please note that some of our undergraduates do voluntarily complete internships (usually in the summer) but these numbers are low and since these cannot be counted for course credit, we have no way of tracking the number of internships or the employers who hire them.

Activity 3--Accounting Advising Team: Over the course of the grant, two dedicated accounting advisors were hired in the College of Business' Professional Development office. Two changes were previously implemented to improve the efforts of our advising team. First, the transfer student orientations that occurred at the college level were refocused towards the individual major that the students were seeking. Students now meet with the accounting advisors during their required University transfer student orientation. Secondly, there was an increased effort with the advising team reaching out to students who were close to graduation based on their coursework, to ensure they were getting the classes they needed to graduate. The overall advising program has been successful in guiding our undergraduate students on a path to success.

Activity 4--Scholarships: We awarded $38,241 in undergraduate accounting scholarships over the life of the grant.

Activity 5--Informational programs about accounting: We began this program in the fall 2014 semester. Students from our Beta Alpha Psi (BAP) accounting honors society are helping with this program, as are volunteer faculty members. This program includes a guest speaker series at BAP and Student Accounting Society meetings where students have an opportunity to interact on a personal level with potential future employers. Additionally, a week-long summer boot camp took place in the summer of 2015 and was repeated in July 2016 and July 2017. We host this event in conjunction with the National Association of Black Accountants (NABA) in an effort to encourage minority students to consider a career in accounting.

Activity 6--Marketing of accounting major: We have implemented a marketing program designed to heighten interest in the accounting major. This program includes a "Welcome to the Major" event at the start of each semester, attended by all new/prospective College of Business students, where we encourage Business students to consider accounting as a major. We also host a "Meet the Firms" event in the fall where students meet and informally interview with over 40 potential employers in the Central Florida area.

SECTION 2: Performance Metrics

The TEAm Grant Initiative focuses on specific performance data at the program level. This section provides data on four areas of performance for this particular grant. First, data are presented for upper division enrollment in the funded academic programs. Second, data are presented for the number of bachelor's degrees earned in the funded academic programs. Third, completion rates for academic programs are provided. Fourth, post-baccalaureate (completer) outcomes are provided for students earning a bachelor's degree from a funded program.

Upper Division Enrollments

Table 1a: Unduplicated Upper Division Headcount (Enrollments)									
Institution Name	Data Type	Current Year	Year 1	Year 2	Year 3	Year 4	Year 5	Years	Actual
		2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	1 to 5	as %
University of South Florida									
	Actual	1226	1142	1073	1159	1117	1181	5672	
	Projected	0	1230	1234	1238	1242	1246	6190	92%
	Expected	0	1230	1244	1258	1272	1286	6290	90%
Florida International University									
	Actual	1049	1182	1201	1257	1201	1160	6001	
	Projected	0	1023	997	971	945	919	4855	124%
	Expected	0	1023	1027	1011	995	979	5035	119%
University of Central Florida									
	Actual	1332	1347	1449	1055	1386	1233	6470	
	Projected	0	1338	1344	1350	1356	1362	6750	96%
	Expected	0	1338	1350	1365	1380	1390	6823	95%
Total									
	Actual	**3607**	**3671**	**3723**	**3471**	**3704**	**3574**	18143	
	Projected	**0**	**3591**	**3575**	**3559**	**3543**	**3527**	17795	102%
	Expected	**0**	**3591**	**3621**	**3634**	**3647**	**3655**	18148	100%

At USF, unduplicated headcount for 2017-18 (Year 5) of 1181 is 8.2% below the expected headcount of 1286. However, the enrollments in 2017-18 are higher than in any of the four previous years. We expect the upward trend in 2017-18 to continue in 2018-19 and beyond. At FIU, unduplicated annual headcount for 2017-18 of 1160 is 18.4% higher than the expected headcount of 979. This increase is

attributable to a reduction in the required GPA for College of Business enrollment from 3.1 to 2.5 in 2015. At UCF, unduplicated annual headcount for year five of 1233 is 11.3% below the expected headcount of 1390.

Across all partnering institutions, cumulatively over the five years total enrollments are 102% of the "projected" number and 100% of the "expected" number. As such, we believe we have met the requirements of the TEAm grant in terms of enrollments.

Bachelor's Degrees Earned

Table 1b: Unduplicated Upper Division Completers									
Institution Name	Data Type	Current Year 2012-13	Year 1 2013-14	Year 2 2014-15	Year 3 2015-16	Year 4 2016-17	Year 5 2017-18	Years 1 to 5	Actual as %
University of South Florida									
	Actual	307	326	332	257	292	300	1507	
	Projected	0	307	307	307	307	307	1535	98%
	Expected	0	310	320	335	355	375	1695	89%
Florida International University									
	Actual	204	240	249	246	246	274	1255	
	Projected	0	210	216	223	229	235	1113	113%
	Expected	0	215	225	236	248	260	1184	106%
University of Central Florida									
	Actual	351	343	386	373	337	312	1751	
	Projected	0	345	339	333	327	321	1665	105%
	Expected	0	350	365	385	410	425	1935	90%
Total									
	Actual	**862**	**909**	**967**	**876**	**875**	**886**	4513	
	Projected	**0**	**862**	**862**	**863**	**863**	**863**	4313	105%
	Expected	**0**	**875**	**910**	**956**	**1013**	**1060**	4814	94%

At USF, 300 degrees were awarded in 2017-18, which is an increase over 2016-17. However, the actual degrees awarded were lower than the expected number of 375 but close to the "projected" number. At FIU, 274 degrees were awarded in 2017-18, which exceeds the expected number of 260. At UCF, 312 degrees were awarded in 2017-18, which is lower than the expected number of 425 but close to the projected number of 321. Cumulatively over four years, the number of graduates produced are 105% of the projected number and 94% of the expected number.

Table 1c: Unduplicated Upper Division Completion Rates							
Institution Name	Data Type	Current Year	Year 1	Year 2	Year 3	Year 4	Year 5
		2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
University of South Florida							
Cohort Size						181	309
Completers						91	145
	Actual	52%	37%	50%	48%	50%	47%
	Expected	0%	52.5%	53%	54%	54%	55%
Florida International University							
Cohort Size						359	461
Completers						218	277
	Actual	20%	22%	23%	68%	61%	60%
	Expected	0%	21%	22%	23%	24%	25%
University of Central Florida							
Cohort Size						648	579
Completers						211	143
	Actual	42%	42%	38%	37%	33%	25%
	Expected	0%	43%	43%	44%	45%	46%
Total							
Cohort Size						1188	1349
Completers						520	565
	Actual				48%	44%	42%
	Expected	0	47.8%	48.3%	49%	49.7%	50.3%

At USF, upper division completion rates were 47% in 2017-18, slightly below the target of 55%. FIU's 2017-18 completion rate of 60% is almost the same as in the prior year and well above expectations. At UCF the completion rate dropped to 25% in 2017-18. This drop is attributable to the change in the fall 2015 catalog, which requires students to take five 3000 level classes and achieve prescribed GPA requirements before they are accepted in their major.

Completer Outcomes

Evidence of post-baccalaureate (completer) outcomes is provided in this section. The data collected through surveys of graduates within the first year after earning their degree answers three fundamental questions. Do graduates get jobs? Where are they working? How much are they making?

TABLE 1d Part 1: Completer Outcomes in Targeted Program All Institutions: Accounting CIP 52.0301

Outcomes		FIU		USF		UCF		Total	
		2016-17		2016-17		2016-17		2016-17	
Total Graduating Class: Responded/Did Not Respond to Survey									
A	Responded to survey	122	50%	109	37%	91	27%	322	37%
B	Did not respond to survey	124	50%	183	63%	246	73%	553	63%
	Total	246	100%	292	100%	337	100%	875	100%
Current Status of Respondents									
1	Working full-time, not enrolled	14	12%	46	42%	39	43%	99	31%
2	Working full-time, enrolled part-time	20	16%	8	7%	8	9%	36	11%
3	Working full-time, enrolled full-time	42	34%	4	4%	7	8%	53	16%
4	Working part-time, not enrolled	1	1%	7	6%	6	7%	14	4%
5	Working part-time, enrolled part-time	5	4%	2	2%	1	1%	8	2%
6	Working part-time, enrolled full-time	11	9%	10	9%	9	10%	30	9%
7	Not working, not enrolled	4	3%	9	8%	4	4%	17	5%
8	Not working, enrolled part-time	8	7%	3	3%	2	2%	13	4%
9	Not working, enrolled full-time	17	14%	20	18%	15	16%	52	16%
	Total	122	100%	109	100%	91	100%	322	100%
Note: Total number should equal the number provided in row A.									
Unemployment Characteristic of Respondents									
	Not working, by choice	14	48%	24	75%	16	76%	54	74%
	Not working, not by choice	7	24%	8	25%	5	24%	20	27%
	Not working, no reason provided	8	28%	0	0%	0	0%	8	11%
	Total	29	100%	32	100%	21	100%	82	100%
Note: Total number should equal the sum of rows 7, 8, and 9.									
Location and Field of Work of Respondents									
	Working in Florida	91		61		62		214	
	Working in a field related to major	82		61		61		204	
Annual Salary of Respondents									
	$16,000 or less	6		11		13		30	
	$16,001 to $32,000	10		11		5		26	
	$32,001 to $48,000	30		25		15		70	
	$48,001 or more	36		23		34		93	

SECTION THREE: Budget Narrative

Important note: All TEAm grant funds were expended as of June 30, 2016; there are no TEAm grant related expenses for 2017-18 for any of the partnering institutions.

Institution 1a. University of South Florida, Tampa (lead institution)

Targeted Educational Attainment (TEAm) Grant Program		
Fiscal Year 2015-16, as of June 30, 2016		
"An Innovative Collaborative Approach to Increasing the Supply of Quality Accounting Graduates in Florida"		
Budget Entity: Education & General Only		Actual Expenditures as of June 30, 2016
Operating Revenues		
TEAm Grant Award Appropriated (Lead Institution Only)		$ 1,121,777
Non-Operating Revenue Category:		
Transfer-In (Affiliate Institutions Only)		$ -
TOTAL REVENUES		$ 1,121,777
Operating Expenditures		
Faculty Salaries and Benefits		$ 445,750
A&P Salaries and Benefits		$ 110,129
USPS Salaries and Benefits		$ -
Other Personnel Services		$ 169,507
Fringe Matching		$ 186,644
Library Resources		$ 3,426
Expenses		$ 26,072
Operating Capital Outlay		$ 19,030
Other Operating Expenditure Categories (add lines w/titles as needed)		$ -
Financial Aid, Scholarships, Stipends		$ 114,840
Advertising Promotional		$ 23,399
Travel		$ 8,858
Materials, Supplies, Equipment Other		$ 12,911
Contractual Expenses		$ 1,210
Total Operating Expenditures:		$ 1,121,777
Non-Operating Expenditures		
Transfer Out (amount transferred to affiliates)		$ -
Other Non-Operating Expenditure Categories (add lines w/titles as needed)		$ -
Total Non-Operating Expenditures:		$ -

TOTAL EXPENDITURES	$	1,121,777
Ending TEAm Grant Funds Available as of June 30, 2015:	$	0
Percent of Ending Budget to Total Budget Available:		*0.0%*
Please provide FTE detail below by fiscal year		
Positions		
Faculty, 2015-16		2.0
Faculty, 2015-16		2.5
Other (A&P/USPS/OPS/GA), 2015-16		4.5
Other (A&P/USPS/OPS/GA), 2015-16		4.5
Total FTE Supported		13.5

USF narrative: Faculty salaries ($445,750) comprises the salaries of instructors and visiting professors, for the 2014-15 and 2015-16 academic years. The salaries of the two administrative staff hired on the grant (internship coordinator, advisor) are shown in the category "A&P salaries," amounting to $110,129 for the 2014-15 and 2015-16 fiscal years. The fringe match for faculty and A&P personnel amounted to $186,664 for the two fiscal years. The stipends paid to graduate teaching assistants and tutors are shown in the "Other Personnel Services" category, amounting to $169,507 through June 30, 2016. The expenditure of $19,030 in the "operating capital outlay" category expenses represents the cost of a significant technology upgrade to the classroom and computing lab operated by the Lynn Pippenger School of Accountancy. We made several updates to our instructional technology in our classroom lab as well as purchased new laptops and screen capture software for the creation of our video tutorials. The scholarships amount of $114,840 represents both need-based and performance based scholarships awarded and credited to student accounts through June 30, 2016. Advertising/promotional expenditures of $23,399 represent the costs associated with design, development, and production of print and electronic marketing materials to promote the Accountancy major at USF Tampa. We have expended $12,911 on a variety of materials and supplies used in the bootcamps, review sessions, and information sessions.

Institution 1b. University of South Florida, St. Petersburg

Targeted Educational Attainment (TEAm) Grant Program		
Fiscal Year 2015-16, as of June 30, 2016		
"An Innovative Collaborative Approach to Increasing the Supply of Quality Accounting Graduates in Florida"		
Budget Entity: Education & General Only		**Actual Expenditures as of June 30, 2016**
Operating Revenues		
TEAm Grant Award Appropriated to USFSP		$ 478,300
Non-Operating Revenue Category:		
Transfer-In (Affiliate Institutions Only)		$ -
TOTAL REVENUES		$ 478,300
Operating Expenditures		
Faculty Salaries and Benefits		$ 320,888
A&P Salaries and Benefits		$ 15,915
USPS Salaries and Benefits		$ 61,084
Other Personnel Services		$ 21,084
Fringe Matching		
Library Resources		$ -
Expenses		$ -
Operating Capital Outlay		
Other Operating Expenditure Categories (add lines w/titles as needed)		$ -
Financial Aid, Scholarships, Stipends		$ 43,715
Advertising Promotional		$ 9,262
Travel		$ 1,845
Minor Office Renovations		$ 3,463
Materials, Supplies, Equipment Other		$ 8,805
Other Operating Expenses		$ 2,885
Total Operating Expenditures:		$ 489,664
Non-Operating Expenditures		
Transfer Out (amount transferred to affiliates)		$ -
Other Non-Operating Expenditure Categories (add lines w/titles as needed)		$ -
Total Non-Operating Expenditures:		$ -
TOTAL EXPENDITURES		$ 489,664
Ending TEAm Grant Funds Available as of June 30, 2016		$ (11,364)

Percent of Ending Budget to Total Budget Available:			*-2.4%*
Please provide FTE detail below by fiscal year			
Positions			
Faculty, 2014-15			4.0
Faculty, 2015-16			2.0
Other (A&P/USPS/OPS/GA), 2014-15			0.7
Total FTE Supported			6.7

USFSP narrative: Faculty Salaries and Benefits ($320,888) includes compensation for two full- time temporary instructors through Summer 2015, one visiting instructor for fall 2015, two course overrides for tenured faculty and an adjunct in spring to increase upper-level course offerings, and course releases for the fiscal year for administration of the grant. A&P Salaries and Benefits of $15,915 include the Internship Coordinator's compensation through May. USPS Salaries and Benefits of $61,084 includes the new Internship Coordinator's salary and salary for the Academic Program Specialist's position; and Other Personnel Services includes wages and benefits for graduate assistants working on the TEAm grant. Scholarships totaling $43,715 include $30,000 in scholarships awarded in the fall to undergraduate accounting students and tuition for graduate assistants. Advertising of $9,262 includes t-shirts and bags for new accounting majors. The remaining expenditures were mostly related to hiring of new permanent instructors and supplying new hires with computer equipment and office space. Note: Salaries and benefits of the internship coordinator continued to be charged to the TEAm grant, although funds had been depleted. This is why the ending balance appears as a negative amount. Going forward, E&G funds will be used to cover the shortfall and future salaries and benefits of the internship coordinator.

Institution 2. Florida International University

Targeted Educational Attainment (TEAm) Grant Program	
Fiscal Year 2015-16, as of June 30, 2016	
"An Innovative Collaborative Approach to Increasing the Supply of Quality Accounting Graduates in Florida"	
Budget Entity: Education & General Only	**Actual Expenditures as of June 30, 2016**
Operating Revenues	
TEAm Grant Award Appropriated (Lead Institution Only)	
Non-Operating Revenue Category:	
Transfer-In (Affiliate Institutions Only)	$ 1,381,832
TOTAL REVENUES	$ 1,381,832
Operating Expenditures	
Faculty Salaries and Benefits	$ 688,136
A&P Salaries and Benefits	$ 103,494
USPS Salaries and Benefits	
Other Personnel Services	$ 212,249
Library Resources	
Expenses	$ 376,742
Operating Capital Outlay	
Other Operating Expenditure Categories	-
Total Operating Expenditures:	$ 1,380,622
Non-Operating Expenditures	
Transfer Out (amount transferred to affiliates)	
Transfer Out to Miami Dade College	
Other Non-Operating Expenditure Categories	
Total Non-Operating Expenditures:	
TOTAL EXPENDITURES	$ 1,380,622
Ending TEAm Grant Funds Available as of June 30, 2016:	$ 1,210
Percent of Ending Budget to Total Budget Available:	*0.09%*
Please provide FTE detail below by fiscal year	
Positions	
Faculty, 2014-15 and 2015-16	2.0
Other (A&P/USPS/OPS), 2014-15 and 2015-16	2.75
Total FTE Supported	4.75

FIU narrative: Faculty salaries and benefits ($688,136) comprises the salaries of visiting faculty. The salary and benefits for our one career advisor totals $103,494 for two academic years. The stipends paid to eight student assistants are included in "Other Personnel Services" category, amounting to $212,249. This category also includes overload payments made to faculty for running the bridge program, for bootcamp administration, and for the video tutorials. The "Expenses" category comprises fringe expenses on our bridge and bootcamp programs as well as computer purchases for faculty and staff. The "expenses" line item also includes a transfer of
$25,000 made to Miami Dade College, with whom FIU is collaborating on this grant. Note: The ending balance of $1,210 on June 30, 2016 represented the amount owed to Miami-Dade College (MDC) and was paid in July 2016. Thus, all of the TEAm grant funds have been expended by FIU.

Institution 3. University of Central Florida

Targeted Educational Attainment (TEAm) Grant Program	
Fiscal Year 2015-16, as of June 30, 2016	
"An Innovative Collaborative Approach to Increasing the Supply of Quality Accounting Graduates in Florida"	
Budget Entity: Education & General Only	**Actual Expenditures as of June 30, 2016**
Operating Revenues	
TEAm Grant Award Appropriated (Lead Institution Only)	$ -
Non-Operating Revenue Category:	
Transfer-In (Affiliate Institutions Only)	$ 661,248
TOTAL REVENUES	$ 661,248
Operating Expenditures	
Faculty Salaries and Benefits	
A&P Salaries and Benefits	$ 461,219
USPS Salaries and Benefits	$ -
Other Personnel Services	$ 160,217
Fringe Matching	
Library Resources	$ -
Expenses	$ -
Operating Capital Outlay	
Other Operating Expenditure Categories (add lines w/titles as needed)	$ -
Financial Aid, Scholarships, Stipends	$ 38,241
Advertising Promotional	
Travel	
Materials, Supplies, Equipment Other	$1,571
Contractual Expenses	
Total Operating Expenditures:	$ 661,248
Non-Operating Expenditures	
Transfer Out (amount transferred to affiliates)	$ -
Other Non-Operating Expenditure Categories (add lines w/titles as needed)	$ -
Total Non-Operating Expenditures:	$
TOTAL EXPENDITURES	$ 661,248
Ending TEAm Grant Funds Available as of June 30, 2016:	0
Percent of Ending Budget to Total Budget Available:	*0.0%*

Please provide FTE detail below by fiscal year			
Positions			
Faculty, 2014-15 and 2015-16			0.0
Other (A&P/USPS/OPS/GA), 2014-15 and 2015-16			2.5
Total FTE Supported			2.5

UCF Narrative: A&P salaries ($461,219) are comprised of two academic advisors and an internship coordinator. We also hired a number of graduate teaching assistants using TEAm Grant funds ($160,217). We awarded $38,241 in total scholarships to accounting majors, with $16,500 being awarded in the most recent time period.

SECTION FOUR: Supplementary Information

Institution 1a. University of South Florida, Tampa

Connections with Business & Industry

The following employers actively recruited accounting students for internships and full-time positions during the 2017-18 academic year.

AccountAbility Staffing
A-LIGN Security and Compliance
Anchor Insurance
Awning Works
Bashor & Legendre, LLP
Bayshore Capital Advisors
BDO
CBIZ
Cherry Bekaert
Citi
CliftonLarsonAllen LLP
Coca Cola
Deloitte
Disney
Dixon Hughes Goodman LLP
EY
Giant Oil
Grant Thornton
Jabil
Kerkering Barbario
KPMG
Masonite
Metlife
Mettler-Toledo SafeLine Inc.
Protiviti
Publix
PWC
Raymond James
RSM
Saltmarsh Cleveland & Gund
Softwerx
Taylor White
TECO Energy
Tribridge

True Partners Consulting LLC
Warren Averett
Welbilt
WilsonHCG

Student Testimonials

Feedback from Career Fair Prep Program [event survey]:

- "I took more notes than I expected to. It was very useful. The program helped me really see myself confident walking through the career fair."
- "Very helpful session, thanks for the support."
- "Great way to prepare for the career fair and future opportunities, great info!"
- "I was satisfied, both of the [instructors] explained about acquiring a job very well. They have us a lot of information. I learned a lot after attending this program. Thank you so much."
- "I'm glad I took the time to attend. I feel a lot more confident heading into the career fair."
- "Lots of great tips, especially what to say during the introduction and to keep a continuous relationship with the recruiters."
- "Really helpful. I thought it would be too early to start at sophomore year, but now I'm glad I started early."

Feedback about Student Success Advisor (Dr. Reggie Shouse)

• Reggie has been a fantastic resource for me as I sometimes feel fairly new to the accounting field. He has been invaluable in his advice that I have received from him. It was Reggie, who advised me to go to the Spring Accounting Career Fair, where I had the opportunity to meet with a plethora of fascinating firms looking for up and coming students just like myself. If I had not attended the fair, then I would not have had the opportunity to meet with Ernst and Young and not proudly say that I was selected to join them in their Summer Leadership program this June.
• I have met with Reggie Shouse several times. When taking Intermediate I, I first met with him after doing poorly on my first exam. He reached out to me and we set up an appointment. Having him reach out meant a lot to me because otherwise I probably would have not even thought of meeting with him for help. Meeting up with someone that was not a professor yet knew the intensity of the courses helped me see what I had to change in order to do will in accounting. I have continued to meet with him when it's been time to register for classes. He provided great guidance and provided great information on which classes I should take and when I should take them and why.
• Reggie our advisor sends us weekly emails with internships, jobs, and scholarships. Also, he has deep industry insight and can give valuable advice based on every student's situation. No other major at the college of business has an asset like him.
• Reggie is by far the BEST advisor I have ever interacted with both at USF and at the community college I transferred from. He is a wonderful listener and follows through as he says he will. He is also the first one I have encountered that actually cares about the outcome rather than just trying to give you an answer so you'll go away. He always makes

time for you, even if he has to stay late because of time constraints. He is straightforward and an overall great person. I am glad he is in charge of the accounting students, as I look forward to working with him again.
• I failed the first two exams and needed to drop the course. Mr. Reggie Shouse provided me with support and advice throughout the process and I passed the course the next semester.
• Reggie is a very good advisor he helps me with all sorts of problems even if they are not about my schooling. I am very glad that he is the accounting advisor
• Mr. Shouse provided me with information on internships opportunities and added me to the accounting newsletter, or order to stay up-to-date on all of the accounting events happening at USF.
• I believe, I will be happiest in a place where I can do accounting for the same company every day, and hopefully for a company that wants to help the community. I would have never known this if I had not applied for the advertised position in the weekly internship emails. I am appreciative that the Lynn Pippenger School of Accountancy does everything it can to help its students prosper.

Media & Events

Grant Publicity. We have publicized information about the Accountancy TEAm grant on our website. Please see the following link: http://www.usf.edu/business/departments/accountancy/team-grant.aspx.

Past and future events. With the addition of our grant hire, we have been able to add significantly to the number of events we offer current students in the School of Accountancy. Thus, in addition to new student recruitment and networking efforts, we have held a number of events and workshops aimed at student retention and to facilitate student success in the major. In regards to recruitment, our Student Success Advisor has attended conferences, career fairs, student organization events, and company site visits to develop a list of 120+ accounting professional contacts and 50+ potential high school and community college partners to further our recruitment campaign. The following table lists events held during the 2017-18 year.

Fall 2017 Events	Event Type	Date
Accounting Bootcamp	USF Retention/Student Success	17-Aug-17
Grant Thornton Welcome Back	Business Engagement	22-Aug-17
Deloitte Welcome Back	Business Engagement	23-Aug-17
LPSOA Orientation	USF Retention	26-Aug-17
Welcome Back Picnic	USF Retention	26-Aug-17
Deloitte Tabling Event	Business Engagement	30-Aug-17
Career Fair preparation workshop	Student Success	30-Aug-17
EY Welcome Back	Business Engagement	31-Aug-17

KPMG Coffee	Business Engagement	7-Sep-17
Warren Averett Welcome Back (Canceled because of Hurricane)	Business Engagement	11-Sep-17
CBIZ Tabling Event	Business Engagement	13-Sep-17
RSM Tabling Event	Business Engagement	14-Sep-17
Meet The Firms	Business Engagement, Professional Development, Student Success	15-Sep-17
Accounting Career Fair	Business Engagement	18-Sep-17
Masonite Plant and Office Tour	Business engagement, Professional Development, Student Success	22-Sep-17
Stampede to Success	High School Recruitment	23-Sep-17
MAcc Information Session	USF Retention	25-Sep-17
Crowe Horwath Faculty Lunch	Business Engagement	18-Oct-17
USF Major Expo	CC Recruitment	19-Oct-17
BAP Golf Tournament	Business Engagement	20-Oct-17
Roger CPA Roger Phillips Presentation	Student Success	2-Nov-17
Accounting Advisory Council Meeting	Business Engagement	3-Nov-17
Graduation Reception		8-Dec-17
Transfer Orientation Presentation	USF Retention, Student Success	11/18-Dec-17
Spring 2018 Events	**Event Type**	**Date**
Accounting Bootcamp	USF Retention/Student Success	4-Jan-18
Accounting Circle Board Meeting	Business Engagement	4-Jan-18
SOA Orientation	USF Retention	4-Jan-18
CBIZ Meet and Greet	Business Engagement	17-Jan-18
KPMG Tabling Event	Business Engagement	17-Jan-18
Deloitte Spring Kickoff	Business Engagement	18-Jan-18
Warren Averitt Tabling Event	Business Engagement	22-Jan-18
EY Welcome Back	Business Engagement	23-Jan-18
Grant Thornton Meet and Greet	Business Engagement	24-Jan-18
Career Fair preparation workshop	Student Success, Professional Development	24 & 25-Jan-18
CBIZ Social	Student Success	25-Jan-18
Meet the Firms	Business Engagement, Professional Development, Student Success	1-Feb-18
Accounting Career Fair	Business Engagement	2-Feb-18

Deloitte Tabling Event	Business Engagement	14-Feb-18
Certifying for Success Workshop	Professional Development, Business Engagement, Student Success	16-Feb-18
Bulls Unite	USF Recruitment	17-Feb-18
Publix Tour	Business Engagement, Professional Development, Student Success	23-Mar-18
Bulls Unite	USF Recruitment	24-Mar-18
Bulls Unite	USF Recruitment	31-Mar-18
Accounting Advisory Council Meeting	Business Engagement	20-Apr-18
MAcc Program Information Session	USF Retention	24-Apr-18
Graduation Reception		4-May-18
Scheduled Fall 2018 Events	**Event Type**	**Date**
Accounting Bootcamp	USF Retention/Student Success	TBD-Aug-18
LPSOA Orientation	USF Retention	25-Aug-18
Welcome Back Picnic	USF Retention	25-Aug-18
Career Fair Preparation Workshops	Professional Development	10-Sep-17 Week of
Meet the Firms Event	Business Engagement	20-Sep-18
Accounting Career Fair	Business Engagement	21-Sep-18
Firm Welcome Back Events	Business Engagement	Aug/Sep -18
BAP Golf Tournament	Business Engagement	19-Oct-17
Stampede to Success	HS Recruitment	Fall

Institution 2. Florida International University

Most FIU students complete a series of leadership training programs and internships across their undergraduate programs. In general, our students intern the summer after graduation from the Bachelor's program, then return in the fall for the MACC. Most students are offered full-time positions at the end of their internships.
Our Career Management Services (CMS) department provides funds the coordination of internships; they are not funded by the TEAm grant. CMS works extensively with our chapters of Beta Alpha Psi and ALPFA finding internships and sponsoring Ahead of the Game, a bi-annual career night which consistently attracts between 30-40 employers and hundreds of students. The public accounting firms aggressively recruit our students. PwC continues to be the largest employer in the College of Business.

We do not anticipate a diminished demand for our graduates. We surveyed our students about their internship activities. The table that follows shows the responses. Most of the public accounting firms hire multiple students in internship positions.

Had full-time job as accountant while student
Internship after graduation at Berkowitz Pollack Brant
Internship after graduation at Crowe Horwath LLP; secured full-time job.
Internship after graduation at Ernst & Young LLP.
Internship after graduation at KPMG, LLP.
Internship after graduation at MBAF
Internship after graduation at PwC.
Internship at Cherry Bekaert - Taxation
Internship at Crowe & Horwath
Internship at EY
Internship at Mallah Furman
Internship at MBAF (now working full-time at Berkowitz Pollack Brant)
Internship at RSM LLP

We continue our agreement with ACCA (*Association of Chartered Certified Accountants)* that provides waivers for all FIU MACC graduates in 8 of the 14 ACCA examinations (offered to international accounting and finance professionals). This opportunity is costless to FIU, and is not part of the TEAm Grant initiative. It also will increase the certification options for our US students, enabling them to be of greater service to their employer.

SECTION FIVE: Program Advancement

Institution 1. University of South Florida, Tampa (lead institution)

Our "lessons learned" from the TEAm grant related activities and initiatives can be summarized as follows:

- Unintended consequences of student success initiatives: In 2013 and 2014, we implemented two measures aimed at student success, which in retrospect may have had unintended consequences on student headcount and the number of graduates. First, we modified the entrance exam pass rate from 28 out of 40 questions (70% minimum) to 45 out of 60 questions (75% minimum). We did so to ensure that only students who had a good chance of succeeding in the rigorous Accountancy major would enter the major. Second, we made students take both Intermediate Accounting I and Cost Accounting I in their first semester as Accountancy majors (previously, students would take only one course – Intermediate Accounting I – in their first semester, which resulted in low four- and six-year graduate rates). In hindsight, while these two measures likely aided in student success and progression through the major effectively, they resulted in a significantly reduced student headcount and consequently the number of graduates we produced. In fall 2016, the accounting faculty voted to eliminate the entrance exam as a requirement for admission to the major. Consequently, we saw a significant increase in enrollments (headcount) in spring 2017. The increase was sustained in the 2017-18 academic year.

- Messaging and communication: We continue to face issues with students not taking advantage of resources and opportunities available to them. Although many emails and Canvas announcements are made in advance of student-focused events, we still observe low student turnout. One reason is the relatively high percentage of commuter students who take classes primarily in the evening. These students report difficulty in taking advantage of resources such as in- person advising and events held before 5:00 pm. In 2017-18, we continued to having our faculty make announcements in class to drive student attendance at tutoring sessions, the new Friday lab sessions, and workshops aimed at developing students' soft skills.

- Tutoring: One of the most popular initiatives introduced with TEAm grant funding is our tutoring program. Our tutoring center was open on Saturday

and Sunday to serve our population of part-time students. In 2016-17, we observed that student attendance at the weekend tutoring sessions had declined. We attribute this decline to the launching of the online video tutorials in our learning management system, in late summer 2016. We believe students who are having difficulty understanding concepts covered in class are able to get their questions clarified by watching the video tutorials, as many times as necessary. The video tutorials were funded through the TEAm grant initiative, and we view it as one of the major positive outcomes of the grant. In 2017-2018 we eliminated weekend tutoring and provided Monday-Friday tutoring sessions. The schedules for tutors were developed designed to allow more than one tutor to be available at all times. Tutors were also assigned to a class and were required to attend that class one day a week so that they were up to date on what was being covered by the various faculty members teaching the classes that they provide tutoring for.

Institution 2. Florida International University

Based on our experience with the TEAm grant, we can report the following "lessons learned:"

- The bootcamps have been very successful in helping prepare students for Intermediate I. Our data show that students attending the bootcamps are better prepared and perform well in our key Intermediate I course.
- The more intensive advising instituted as a result of the grant has also significantly improved student success and satisfaction. We expect these ongoing advising efforts to continue to pay dividends in 2017 and beyond.

Institution 3. University of Central Florida

Based on our experience with the TEAm grant, we can report the following "lessons learned:"

- The new advising team orientations and Dixon School orientation initiatives in were well received and we believe that they will pay dividends in future years.

- Online videos – UCF has found that the students are watching the video tutorials (at higher rates in the lower level introductory classes); and based on one survey, the majority of the students viewing the tutorials are reporting that they are either helpful or very helpful.

- Creating undergraduate internship opportunities with the accounting firms was not well received in our area due to the norm of firms seeking only graduate students to intern as part of their hiring process, and no course credit provided for internships at the undergraduate level.
- The hiring of the accounting advisors, the information programs about accounting, and the marketing have all been helpful in creating additional awareness of the accounting major, and we believe will pay-off in the future.

Agenda Item: IV.b.

USF Board of Trustees
(September 4, 2018)

Issue: Cost of Attendance

Proposed action: Information Item: Overview of Cost of Attendance

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Executive Summary: The cost of attendance (COA) is the cornerstone of establishing a student's financial need, as it sets a limit on the total aid that a student may receive for purposes of awarding federal, state, and institutional need based financial aid. Establishing reasonable, documentable costs of attendance is a requirement for receiving federal financial aid and it is essential for students to plan how to cover their educational expenses. Moreover, delivering sufficient financial aid to high-need, high-ability students is a critical component of enrollment planning and student success. This presentation will cover how the cost of attendance is calculated and highlight trends in the cost of attendance at USF, the SUS, and peer institutions.

Financial Impact: Not applicable

Strategic Goal(s) Item Supports: Goal 1: Academic Excellence, Student Access, and Student Success
BOT Committee Review Date: August 6, 2018
Supporting Documentation Online (*please circle*): (Yes) **No**
USF System or Institution specific: USF System
Prepared by: Brooke Deen

Cost of Attendance Overview

USF BOARD OF TRUSTEES

ACE WORKGROUP

AUGUST 27, 2018

USF UNIVERSITY OF SOUTH FLORIDA

What is Cost of Attendance?

Unlike scholarship programs that may award funds based on academic merit or the student's field of study, "need-based" grants, loans, and work-study are based on the family's demonstrated financial need for assistance. The cost of attendance (COA) is the cornerstone of establishing a student's financial need, as it sets a limit on the total aid that a student may receive for purposes of awarding federal, state, and institutional need based financial aid.

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Why is Cost of Attendance Important?

- Establishing reasonable, documentable costs of attendance is:
  - a requirement for receiving federal financial aid
  - a requirement for the administration of need based financial aid – federal, state and institutional
  - essential for students to plan how to cover their educational expenses
  - sets the limits on the amount of aid, including loans, that a student can receive
  - used by the US Department of Education for consumer information, including net cost of attendance
  - used by other entities producing college rankings
- *Delivering sufficient financial aid to high-need, high-ability students is critical to continued student success*

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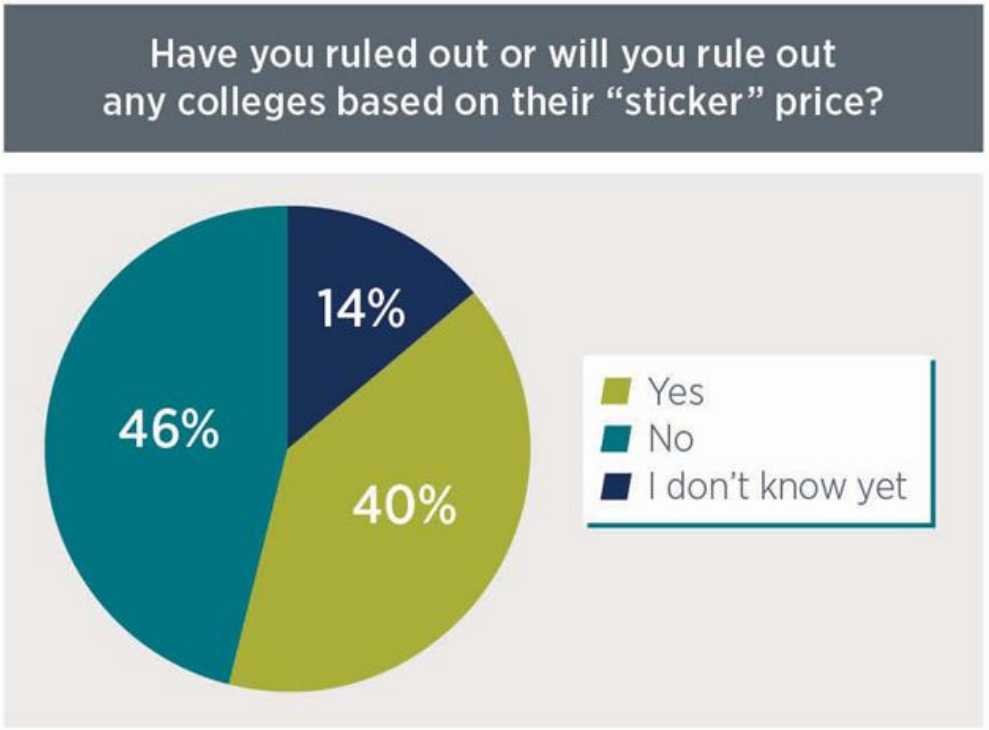
Why is Cost of Attendance Important?



When students are searching for potential colleges to attend, 40% rule out an institution based on costs posted on websites and in published recruiting materials.

If USF's costs are higher than our competitors, we may be at a disadvantage in even getting students to apply for admission.

Bermejo, R. (2015). 2015 Rising Seniors' Perceptions of Financial Aid. Cedar Rapids, IA: Ruffalo Noel Levitz. Retrieved from www.ruffalocody.com

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How is Financial Need Determined?

Cost of Attendance (COA)
- Expected Family Contribution (EFC)
= Financial Need

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What Guidelines Must We Follow?

- "The cost of attendance is determined by law (Higher Education Act, Sec. 472) and is not subject to regulation by the Department of Education. The law specifies the types of costs that are included in the cost of attendance, but **you (institutions)** must determine the ***appropriate and reasonable*** amounts to include for each eligible COA category for students at your school, based on the criteria described in this chapter." Federal Student Aid Handbook, 2017-18
  - The tuition and fees normally assessed for a student carrying the same academic workload.
  - An allowance for books, supplies, transportation, and miscellaneous personal expenses. This allowance may also include costs for operating and maintaining a vehicle that is used to transport the student to and from school, but not for the purchase of a vehicle.
  - An allowance for room and board.

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How is Cost of Attendance Calculated?

- Tuition and fees : for fall and spring, we use 30 hours for undergraduates and 18 hours for graduate students.
- Books and supplies: we review actual bookstore charges from the prior year for students using our Bookstore Advance Purchase Program.
- Room and board, differentiated based on the student's living arrangements:
  - for on campus housing, a weighted average of all rooms online for a given year.
  - for off campus housing (not living with parents/relatives), we conduct a survey of options within 10 miles of the Tampa campus every three years.
  - for students living with parents, 50% of the on campus rate reflects costs for food and a limited contribution for living expenses.
- Transportation: state mileage rate for 100 miles per week.
- Miscellaneous personal expenses: $65 per week

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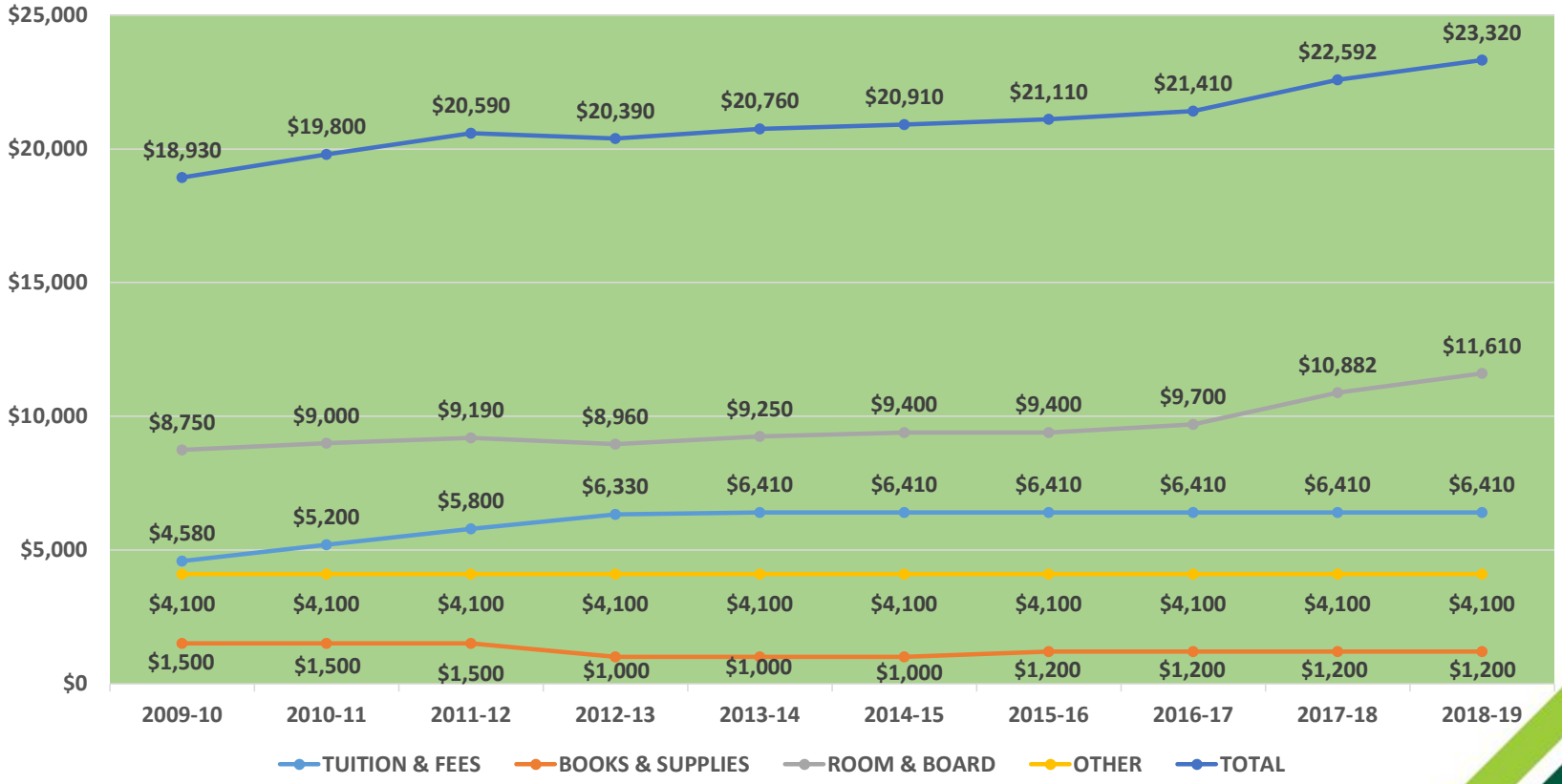
On Campus Cost of Attendance at USF-Tampa



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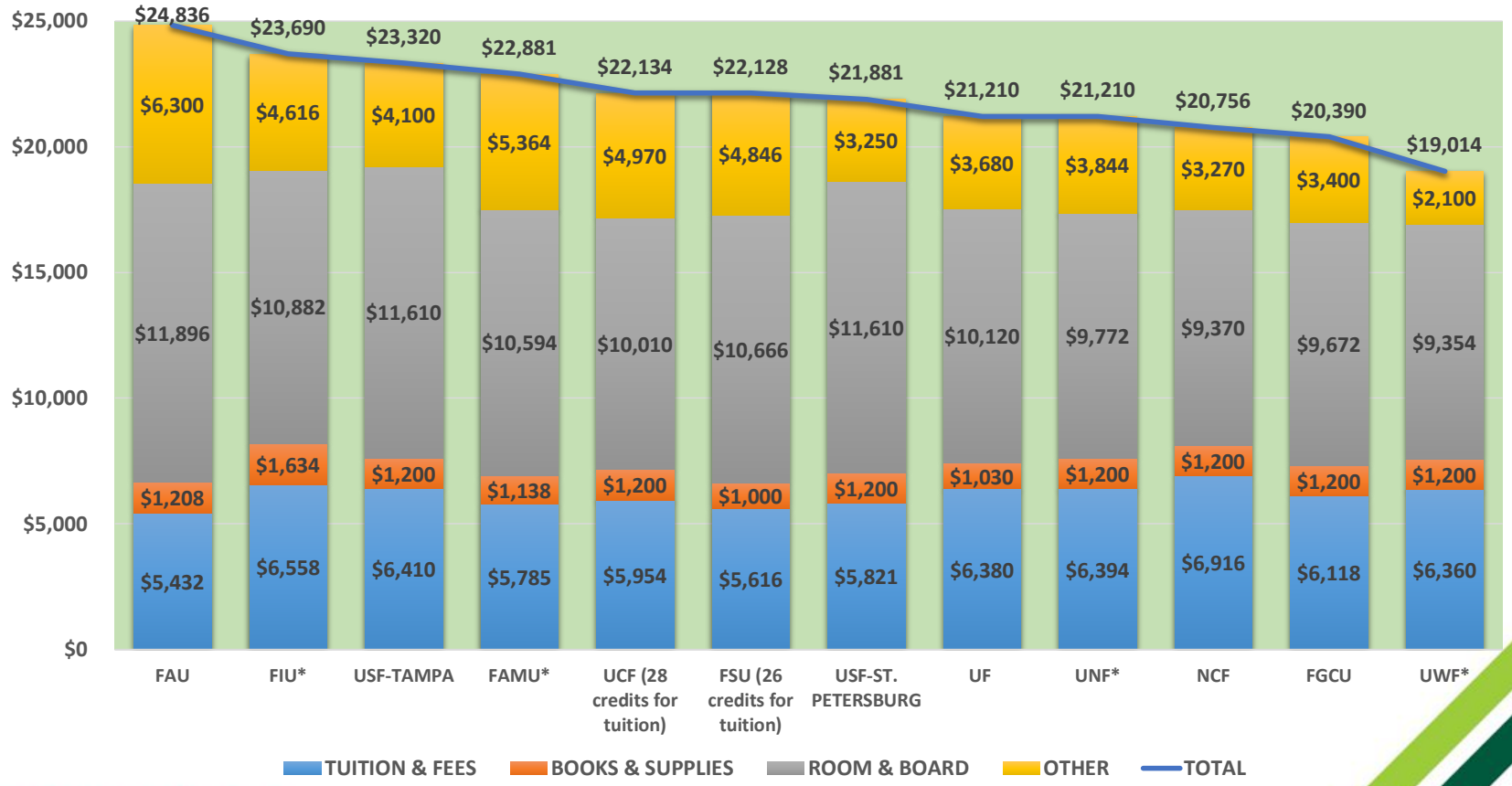
On Campus Cost of Attendance in SUS



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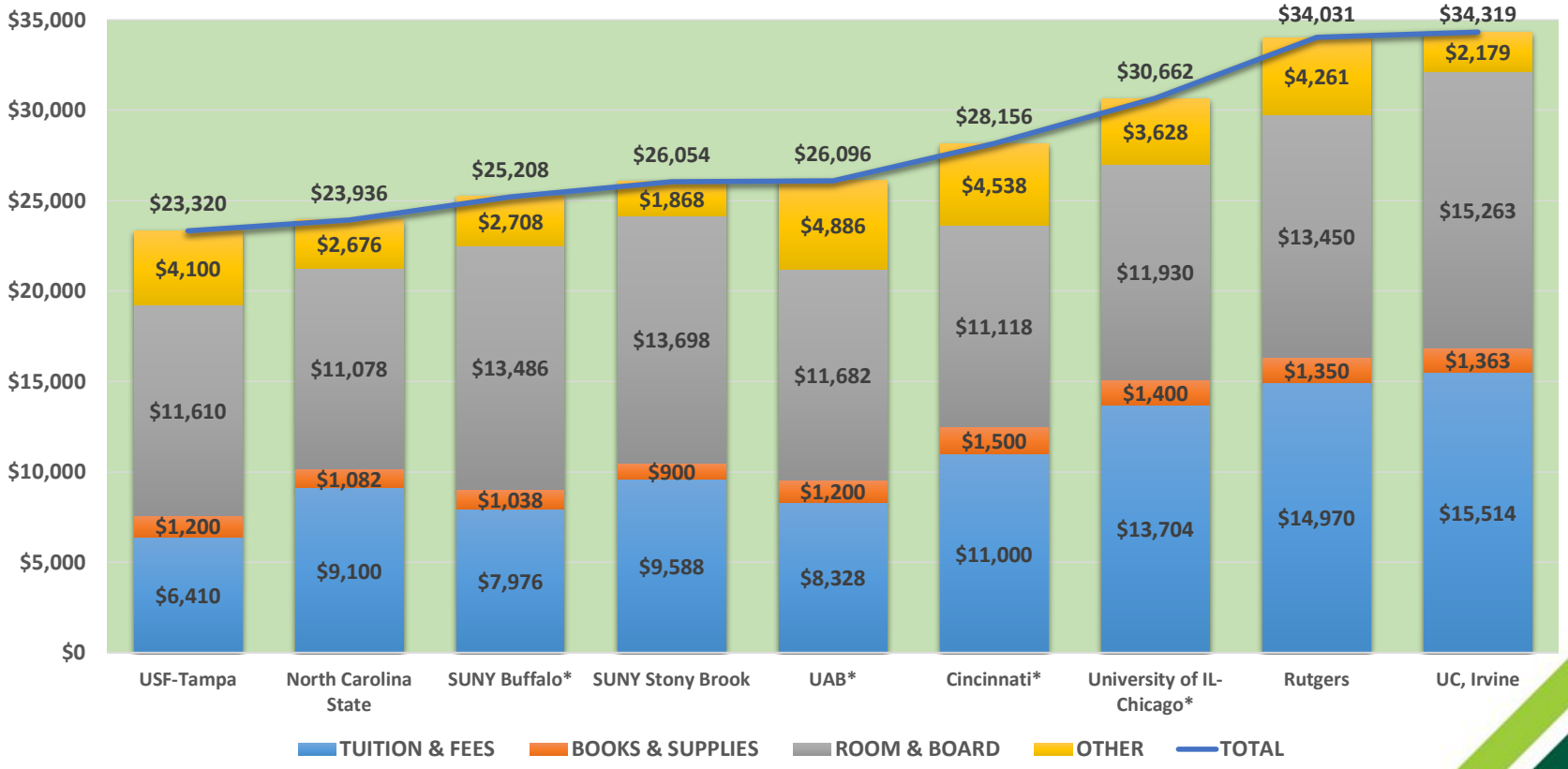
*Full COA not on website, 2017-18 IPEDS figures provided

On Campus COA at Peer Institutions



*Full COA not on website, 2017-18 IPEDS figures provided

Planning and Approval Process

- Final cost of attendance budgets for the upcoming year (2019-2020) will prepared once the following components are determined:
  - New tuition and fees, if applicable
  - New on campus housing rates and room availability (May/June 2019)
  - New meal plan rates (June 2019)
  - New transportation allowance if state mileage rate changes
  - New miscellaneous expenses if warranted
- Cost of attendance recommendations will be finalized for the coming year once reviewed by the President's Cabinet.

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Questions

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2018-2019 Cost of Attendance

	TAMPA			ST. PETERSBURG			SARASOTA/MANATEE		
UNDERGRADUATE - FLORIDA RESIDENT	**On Campus**	**Off Campus**	**W/Parent**	**On Campus**	**Off Campus**	**W/Parent**	**On Campus**	**Off Campus**	**W/Parent**
Tuition and Fees	$6,410	$6,410	$6,410	$5,822	$5,822	$5,822	$5,588	$5,588	$5,588
Books and Supplies	$1,200	$1,200	$1,200	$1,200	$1,200	$1,200	$1,200	$1,200	$1,200
Housing and Meals	$11,610	$9,820	$4,910	$11,610	$9,820	$4,910	$11,610	$9,820	$4,910
Personal	$2,500	$2,500	$2,500	$2,500	$2,500	$2,500	$2,500	$2,500	$2,500
Transportation	$1,600	$1,600	$1,600	$1,600	$1,600	$1,600	$1,600	$1,600	$1,600
TOTAL FINANCIAL AID BUDGET	**$23,320**	**$21,530**	**$16,620**	**$22,732**	**$20,942**	**$16,032**	**$22,498**	**$20,708**	**$15,798**
UNDERGRADUATE - NON-RESIDENT	**On Campus**	**Off Campus**	**W/Parent**	**On Campus**	**Off Campus**	**W/Parent**	**On Campus**	**Off Campus**	**W/Parent**
Tuition and Fees	$17,324	$17,324	$17,324	$16,736	$16,736	$16,736	$16,502	$16,502	$16,502
Books and Supplies	$1,200	$1,200	$1,200	$1,200	$1,200	$1,200	$1,200	$1,200	$1,200
Housing and Meals	$11,610	$9,820	$4,910	$11,610	$9,820	$4,910	$11,610	$9,820	$4,910
Personal	$2,500	$2,500	$2,500	$2,500	$2,500	$2,500	$2,500	$2,500	$2,500
Transportation	$1,600	$1,600	$1,600	$1,600	$1,600	$1,600	$1,600	$1,600	$1,600
TOTAL FINANCIAL AID BUDGET	**$34,234**	**$32,444**	**$27,534**	**$33,646**	**$31,856**	**$26,946**	**$33,412**	**$31,622**	**$26,712**
GRADUATE - FLORIDA RESIDENT	**On Campus**	**Off Campus**	**W/Parent**	**On Campus**	**Off Campus**	**W/Parent**	**On Campus**	**Off Campus**	**W/Parent**
Tuition and Fees	$7,840	$7,840	$7,840	$7,672	$7,672	$7,672	$7,532	$7,532	$7,532
Books and Supplies	$900	$900	$900	$900	$900	$900	$900	$900	$900
Housing and Meals	$12,614	$12,058	$6,030	$12,614	$12,058	$6,030	$12,614	$12,058	$6,030
Personal	$2,500	$2,500	$2,500	$2,500	$2,500	$2,500	$2,500	$2,500	$2,500
Transportation	$1,600	$1,600	$1,600	$1,600	$1,600	$1,600	$1,600	$1,600	$1,600
TOTAL FINANCIAL AID BUDGET	**$25,454**	**$24,898**	**$18,870**	**$25,286**	**$24,730**	**$18,702**	**$25,146**	**$24,590**	**$18,562**
GRADUATE - NON-RESIDENT	**On Campus**	**Off Campus**	**W/Parent**	**On Campus**	**Off Campus**	**W/Parent**	**On Campus**	**Off Campus**	**W/Parent**
Tuition and Fees	$15,864	$15,864	$15,864	$15,696	$15,696	$15,696	$15,556	$15,556	$15,556
Books and Supplies	$900	$900	$900	$900	$900	$900	$900	$900	$900
Housing and Meals	$12,614	$12,058	$6,030	$12,614	$12,058	$6,030	$12,614	$12,058	$6,030
Personal	$2,500	$2,500	$2,500	$2,500	$2,500	$2,500	$2,500	$2,500	$2,500
Transportation	$1,600	$1,600	$1,600	$1,600	$1,600	$1,600	$1,600	$1,600	$1,600
TOTAL FINANCIAL AID BUDGET	**$33,478**	**$32,922**	**$26,894**	**$33,310**	**$32,754**	**$26,726**	**$33,170**	**$32,614**	**$26,586**

Undergraduate budgets are based on 30 credit hours and graduate budgets are based on 18 credit hours.

Revised 6/28/18 - LD

Agenda Item: IV.c.

USF Board of Trustees
(September 4, 2018)

Issue: Mental Well Being for College Success (MWell4Success) Updates

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Proposed action: Informational Item

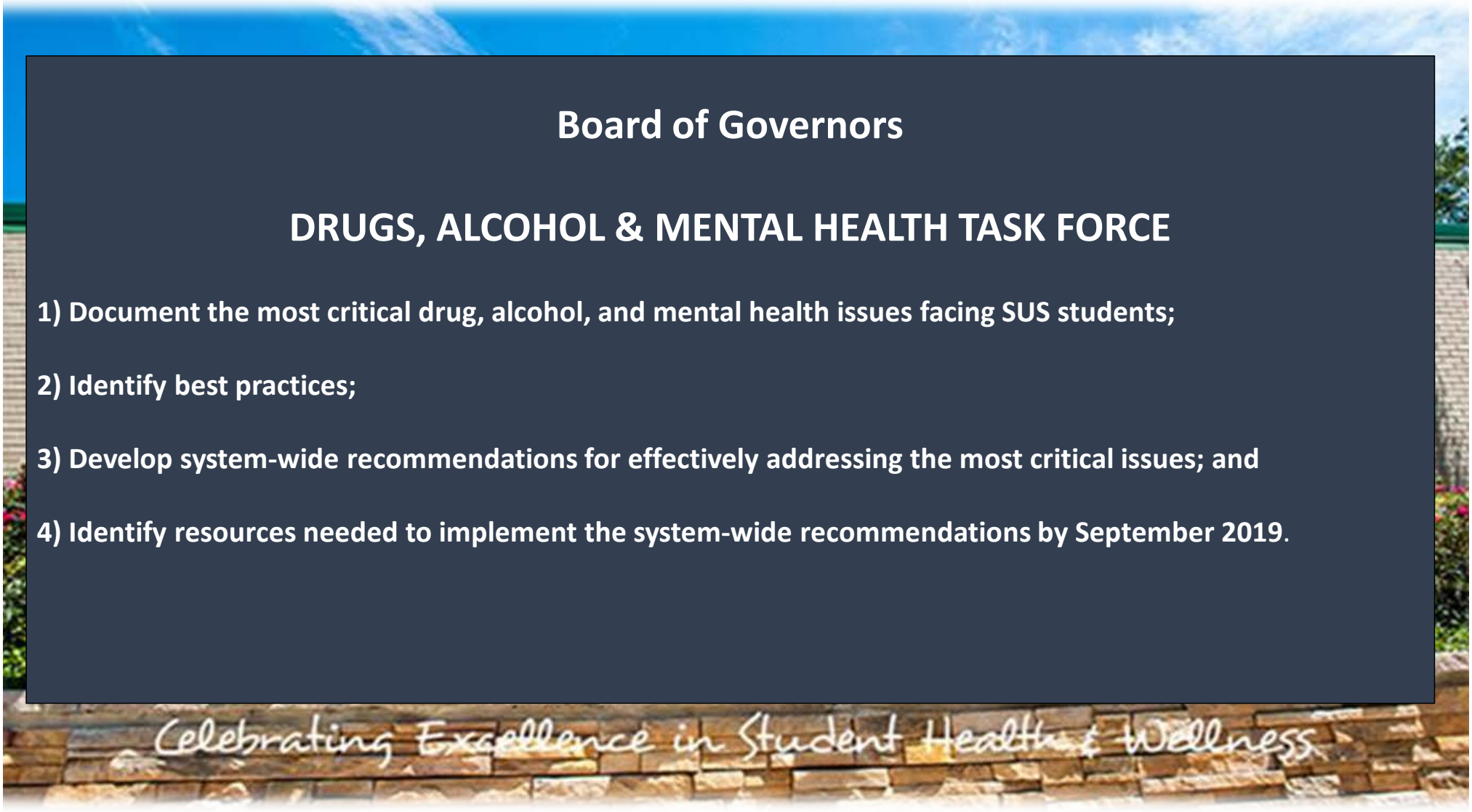
Executive Summary:

Update on Year 1 MWell4Success investments and outcomes. Projecttions for 2018-2019 academic year.

Financial Impact:

Strategic Goal(s) Item Supports: Goal One
BOT Committee Review Date: ACE August 27, 2018
Supporting Documentation Online (*please circle*): **Yes** **No**
USF System or Institution specific:
Prepared by: Paul Dosal, Vice President for Student Affairs and Student Success
Rita Debate, Associate Vice President for Health and Wellness

Active Minds
Healthy Campus Award
Celebrating Excellence in Student Health & Wellness


Board of Governors
DRUGS, ALCOHOL & MENTAL HEALTH TASK FORCE
1) Document the most critical drug, alcohol, and mental health issues facing SUS students;
2) Identify best practices;
3) Develop system-wide recommendations for effectively addressing the most critical issues; and
4) Identify resources needed to implement the system-wide recommendations by September 2019.
Celebrating Excellence in Student Health & Wellness

MWell4Success@USF

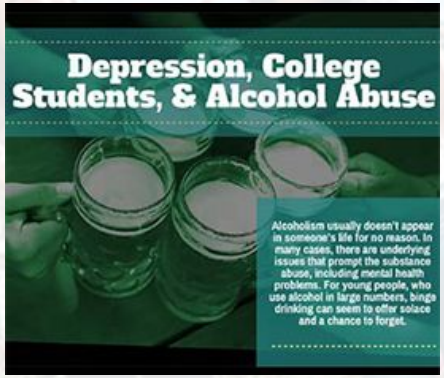
Tier 1: Universal

- MHL Training
- TAO Self-help
- Success & Wellness Coaching
- Relaxation Stations

Tier 2: Targeted

- Social Marketing
  - Recognize, Relate, Refer
- Mental Health First Aid
- Satellite Wellness Centers

Tier 3: Intensive



- Wellness Care Coordinators

Year 1 Program Investments

USF Tampa

	FY 17-18		COST
	Fall	Spring	
Implement Mental Health Literacy Social Marketing (Hire 1 FTE Social Marketing Staff)	x	x	$28,500 salary $9,975 benefits
Implement Mental Health Outreach (Hire 1 FTE Mental Health Outreach Specialist)	x	x	$42,000 salary $14,700 benefits
Implement Health & Wellness Coaching Satellite Stations (2 stations) (Hire 3 FTE certified Health & Wellness Coaches)	x	x	$90,000 salary $31,500 benefits
Establish Extended Hours for Counseling Services (Hire 2 OPS licensed counselors)	x	x	$70,740 salary $24,759 benefits
Continue with Extended Hours for Counseling Services (Replace 2 OPS above with 2 FTE Counselors)		x	$60,000 salary $21,000 benefits
Add Counseling Services to Health & Wellness Coaching Satellite Stations (Hire 3 FTE Counselors)		x	$60,000 salary $21,000 benefits
Implement Coordinated Care Management System (Hire 1 FTE Care Manager)		x	$22,000 salary $7,700 benefits
Implement 2 additional Satellite Stations (Hire 2 post-docs)			
Add an additional Care Manager for Coordinated Care			
TOTAL COST	FY 17-18		$373,240 salary $105,875 benefits

USF St. Petersburg

	FY 17-18		COST
	Fall	Spring	
Implement Mental Health Outreach (Hire 1 FTE Mental Health Outreach Specialist)	x	x	$42,000 salary $14,700 benefits
Implement Health & Wellness Coaching (Hire 1 FTE certified Health & Wellness Coaches)	x	x	$30,000 salary $10,500 benefits
TOTAL COST	FY 17-18		$72,000 salary $25,200 benefits

USF Sarasota-Manatee

	FY 17-18		COST
	Fall	Spring	
Implement Mental Health Outreach (Hire 1 FTE Mental Health Outreach Specialist)	x	x	$42,000 salary $14,700 benefits

USF Counseling Center Current Staffing Levels

TAMPA	15-16	16-17	17-18	18-19
C/S Ratio	1/ 1,834	1/ 1,866	1/ 1,476	1/ 1,306
# FTE Counselors				25
# PT Counselors				5
# Success & Wellness Coaches				4

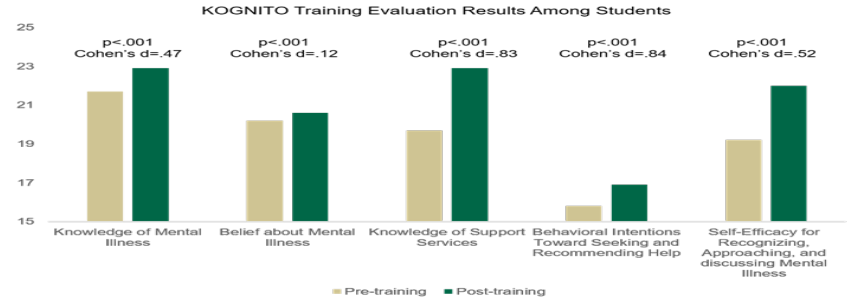
St. Pete	15-16	16-17	17-18	18-19
C/S Ratio		1/ 1,886	1/ 1,992	1/ 1,510
# FTE Counselors				3.25
# PT Counselors				0
# Success & Wellness Coaches				1

SM	15-16	16-17	17-18	18-19
C/S Ratio		1/ 1,182	1/ 1,219	1/ 908
# FTE Counselors				2 PD
# PT Counselors				3
# Success & Wellness Coaches				0

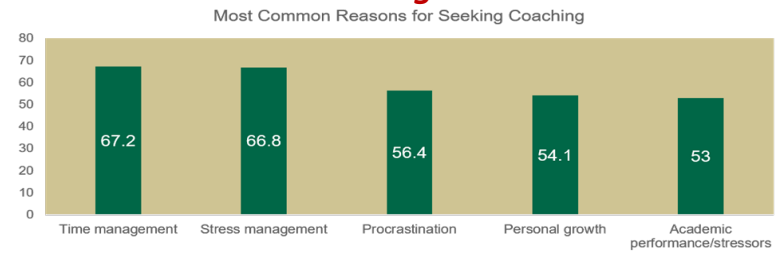
MWell4Success Updates and Impacts

- **Tier 1: Universal**

MHL Training: 3640 incoming UG students trained



Success & Wellness Coaching: 479 students served

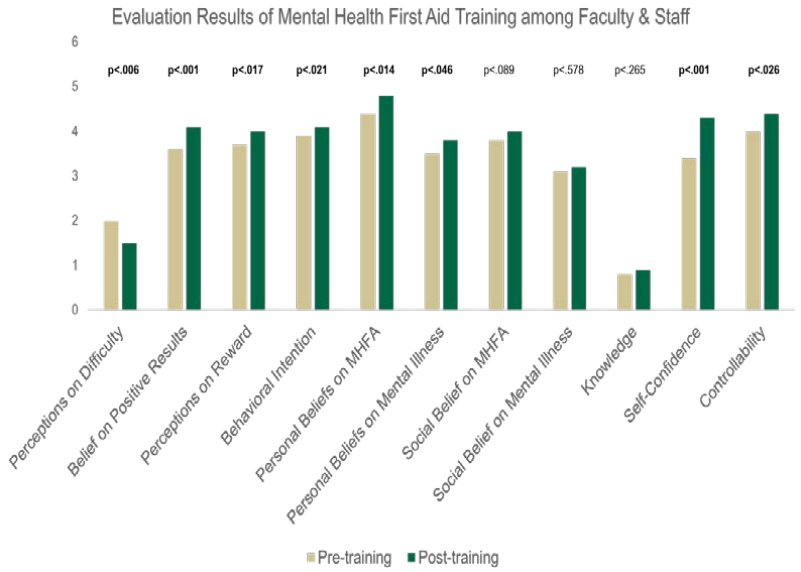


Relaxation Stations: 10,827 students served

Evaluation results note statistically significant improvements in **State Anxiety** (pre=38.6±11.0; post 31.2, ±10.1)* with a very large effect size (d=.94). *p<.0001

- Tier 2: Targeted

Mental Health First Aid: 120 Faculty/Staff trained



Performance Benchmarks

TAMPA	14-15	15-16	16-17	17-18
# Served CC	2,367	2,864	3,080	3,577
# Crisis Visits	606	935	978	1,202
# Served Psy.	2,745	3,817	5,173	6,031
# Served Coaching				479
# SOCAT Referrals		922	1038	1,398
# Baker Acts			130	175
Prop. Baker Acts			3/1000 stdnt	4/1000 stdnt

ST. PETE	14-15	15-16	16-17	17-18
# Served by CC	247	265	276	342
# Crisis Visits	35	53	52	81
# Served Psy.	19	31	23	37
# SOCAT Referrals		134	199	414
#Baker Acts		9	15	28
Prop. Baker Acts			3.2/1000 stdnt	5.7/1000 stdnt

SM	14-15	15-16	16-17	17-18
# Served by CC	43	50	50	55
# Crisis Visits	1	3	6	2
# Served Psy.	2	1		
# SOCAT Referrals	23	34	16	24
#Baker Acts	1			

Year 2 Program Investments

USF Tampa

	FY18-19		COST
	Fall	Spring	
Implement Mental Health Literacy Social Marketing (Hire 1 FTE Social Marketing Staff)	x	x	$38,000 salary $13,300 benefits
Implement Mental Health Outreach (Hire 1 FTE Mental Health Outreach Specialist)	x	x	$56,000 salary $19,600 benefits
Implement Health & Wellness Coaching Satellite Stations (2 stations) (Hire 3 FTE certified Health & Wellness Coaches)	x	x	120,000 salary $42,000 benefits
Establish Extended Hours for Counseling Services (Hire 2 OPS licensed counselors)	x	x	$94,320 salary $33,012 benefits
Continue with Extended Hours for Counseling Services (Replace 2 OPS above with 2 FTE Counselors)	x	x	$120,000 salary $42,000 benefits
Add Counseling Services to Health & Wellness Coaching Satellite Stations (Hire 3 FTE Counselors)	x	x	$160,000 salary $63,000 benefits
Implement Coordinated Care Management System (Hire 1 FTE Care Manager)	x	x	$44,000 salary $15,400 benefits
Implement 2 additional Satellite Stations (Hire 2 post-docs)	x	x	$95,600 salary $10,360 benefits
Add an additional Care Manager for Coordinated Care		x	$22,000 salary $7,700 benefits
TOTAL COST	FY 18-19		$769,920 salary $208,180 benefits

USF St. Petersburg

	FY18-19		COST
	Fall	Spring	
Implement Mental Health Outreach (Hire 1 FTE Mental Health Outreach Specialist)	x	x	$56,000 salary $19,600 benefits
Implement Health & Wellness Coaching (Hire 1 FTE certified Health & Wellness Coaches)	x	x	40,000 salary $14,000 benefits
TOTAL COST	FY 18-19		$96,000 salary $33,600 benefits

USF Sarasota-Manatee

	FY18-19		COST
	Fall	Spring	
Implement Mental Health Outreach (Hire 1 FTE Mental Health Outreach Specialist)	x	x	$56,000 salary $19,600 benefits

USF System Mental Health Services Fall Update

USF

Counseling

- Main building: M/W/R 8-6; T 8-7; F 8-5
- FIT: M 11-7; T/W 4-7; R 4-7
- WELL: T/W/R: 4-7
- SHS: M-R:4-8
- Success & Wellness Coaching: SVC, MSC, FIT, WELL

USFSP

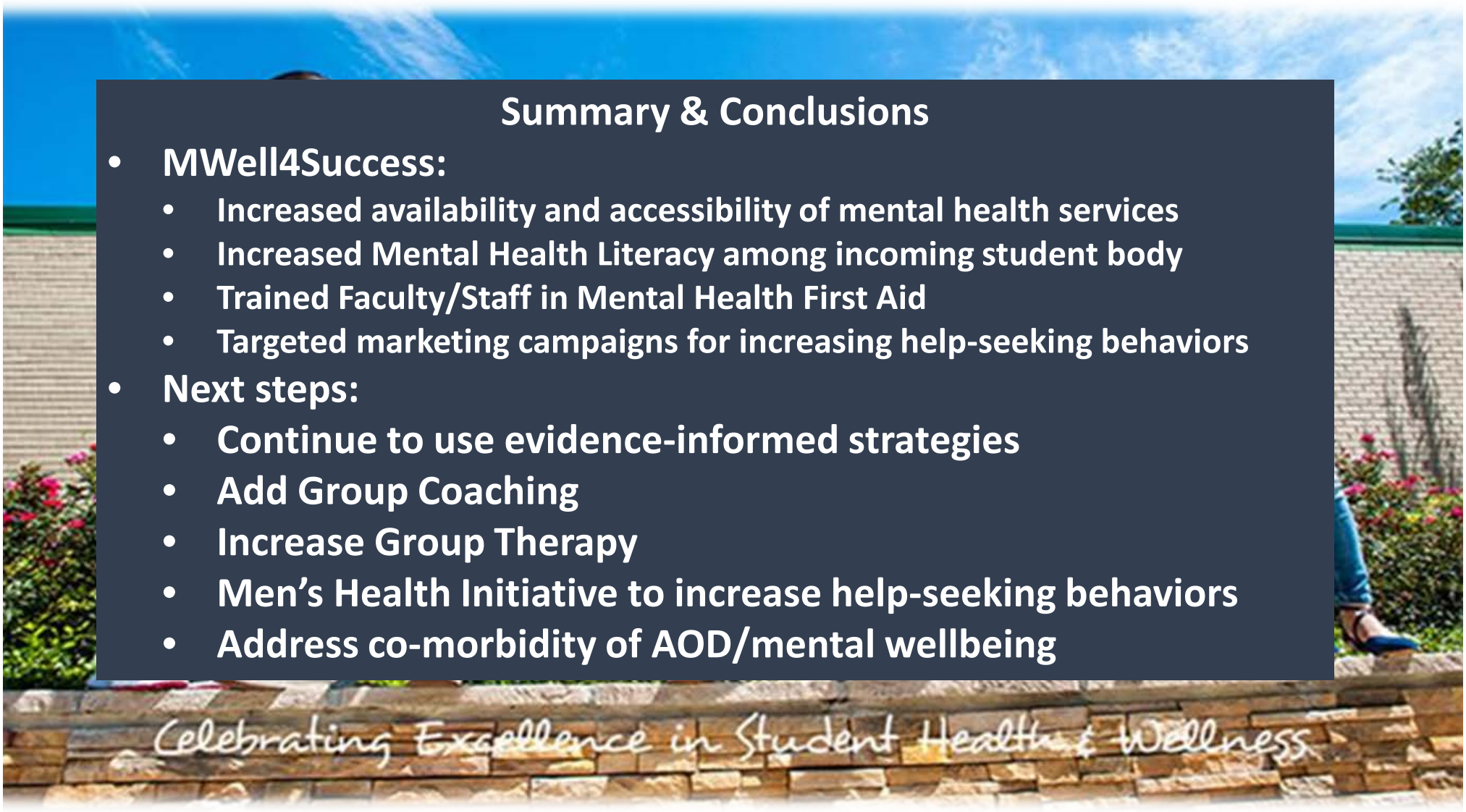
Counseling

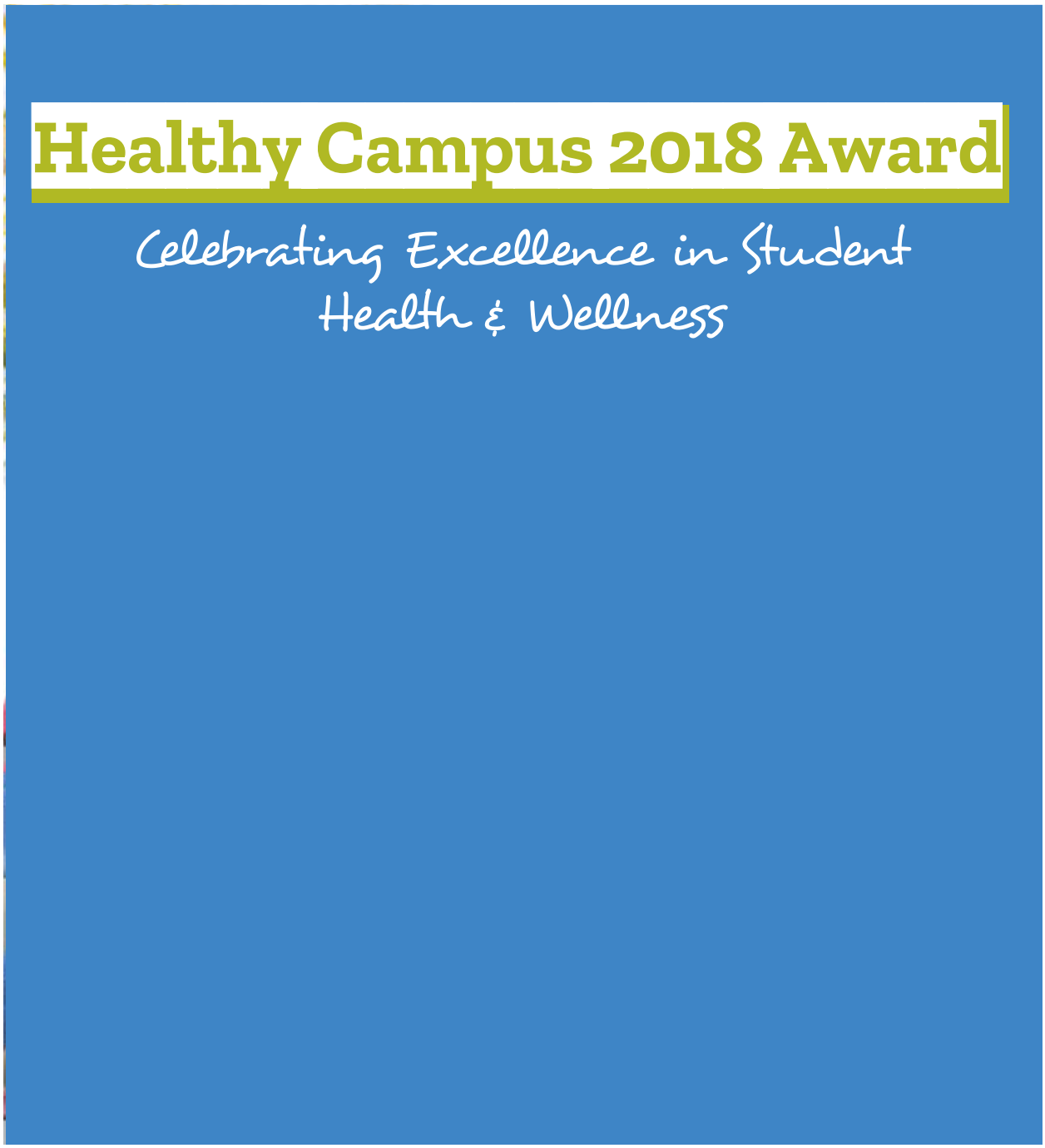
- M/W/F 8-5; R 9:30-5
- Success & Wellness Coaching

USF Sarasota-Manatee

Counseling

- New College


Summary & Conclusions
• MWell4Success:
• Increased availability and accessibility of mental health services
• Increased Mental Health Literacy among incoming student body
• Trained Faculty/Staff in Mental Health First Aid
• Targeted marketing campaigns for increasing help-seeking behaviors
• Next steps:
• Continue to use evidence-informed strategies
• Add Group Coaching
• Increase Group Therapy
• Men's Health Initiative to increase help-seeking behaviors
• Address co-morbidity of AOD/mental wellbeing
Celebrating Excellence in Student Health & Wellness



Key Findings from the 2018 Winners

activeminds.org/award
#HealthiestCampus

15 years of IMPACT | active minds

active minds

about

Active Minds is the nation's premier nonprofit organization supporting mental health awareness and education for students. More than 15,000 students each year join an Active Minds chapter located at more than 400 high schools, colleges, and universities nationwide. Through education, advocacy, and outreach, students are empowering a new generation to speak openly about mental health, support each other, get help when needed, and take action for suicide prevention.

Join the Active Minds movement to change the conversation about mental health.

activeminds.org

contents

3 About the Healthy Campus Award
4 2018 Winners & Common Themes
9 Innovation Highlights
12 Challenges & Opportunities for Growth
16 Acknowledgements

We encourage the dissemination of this guide. Please provide credit to Active Minds.

Published June 2018

about the healthy campus award

The **Active Minds Healthy Campus Award** recognizes and celebrates U.S. colleges and universities that demonstrate excellence in prioritizing and promoting the health and well-being of their students.

The esteemed reviewers who participated in the 2018 Healthy Campus Award cited each school's unique strengths across nine defining characteristics of a healthy campus. This Key Findings document highlights many of those strengths.

Research shows that institutions that invest in student health see increased student engagement, retention, and success. Campus efforts also broaden the way society thinks about, cares for, and values wellness in all its dimensions.

Active Minds presents the Healthy Campus Award as part of its ongoing commitment to student wellness. The award celebrates leadership, innovation, collaboration, and excellence emerging from college and universities. It inspires locally-driven change across the country by shining a spotlight on those colleges and universities going above and beyond to create healthy communities that offer every student the opportunity to thrive and succeed.

2018 awardees

The 2018 Healthy Campus Award winners were chosen by a panel of prominent researchers and health and higher education experts. This year's winners represent a range of campuses – from small community colleges to major research universities – once again demonstrating that diverse institutions can make great strides to support student well-being within widely different contexts and challenges. They are models of what's possible when a college prioritizes a campus culture of health, safety, and well-being.

- **Arizona State University (Tempe, AZ)**
- **Duke University (Durham, NC)**
- **Jefferson Community College (Watertown, NY)**
- **Kent State University (Kent, OH)**
- **University of Oregon (Eugene, OR)**
- **University of South Carolina (Columbia, SC)**
- **University of South Florida (Tampa, FL)**

Common Themes

Five common themes characterized this year's Healthy Campus Award winners. By making the most of available resources, healthy campuses are prioritizing a collective, strategic approach; defining health broadly; committing to sustainable systems and policy changes; measuring results; and providing quality, responsive, and accessible clinical services.

prioritizing a collective, strategic approach

Many of this year's award-winning colleges are taking a comprehensive, strategic approach that ties healthy campus efforts with the mission and values of the university and engages a multidisciplinary network of stakeholders from all levels of the institution.

- **Kent State University** implemented A Strategic Roadmap to a Distinctive Kent State, a sweeping six-year plan to transform the university's vision and direction. Kent State Wellness was one of 14 university initiatives born from the strategic plan, inclusive of alcohol and drug use, mental health, nutrition, physical activity, preventive care, and more. For each of the eight priorities, a working committee identified problems and then developed programs, policies, or improvements to promote campus-wide health.

- **The University of South Florida** merged the divisions of Enrollment Planning and Management, Student Affairs, and Undergraduate Studies into one unit, the Division of Student Affairs & Student Success. The new Assistant Vice President of Health & Wellness implemented a public health and systems-thinking approach to student success via health, well-being, and quality of life.

- **Arizona State University's** charter addresses the responsibility of the institution for the overall health of the communities served. Their Live Well Network includes partnerships with departments that address health, counseling, wellness, fitness, sexual violence prevention, residential life, Greek life, student life, cultural engagement and other units.

defining health broadly

There is no health without mental health. Award-winning colleges are prioritizing mental health alongside physical health and using diverse strategies to address the multiple factors that influence health.

- **Jefferson Community College** has fully integrated physical and mental health services through the transition from the Health Office to a collaborative Health & Wellness Center (HWC). Comprehensive services are also housed in the HWC serving students of low socioeconomic status including: emergency transportation services, emergency childcare vouchers, on-campus food pantry, Watertown Vet Center clinical services, application assistance for Supplemental Nutrition Assistance Program (SNAP), housing assistance, and subsidized disability testing.

- **Duke University** brought health and wellness units together in a single location to establish the Duke Student Wellness Center. The co-location of Student Health, Counseling and Psychological Services, DuWell, and DukeReach has fostered care initiatives for transgender students and students in recovery. The inclusion of a new dental clinic, pharmacy, and physical therapy center allows Duke to focus on the full scope of student wellness, from prevention to intervention.

- **The University of Oregon** charges students a mandatory health fee that provides access to campus-based health and mental health services. Both counseling center and health center offer prevention, outreach, and health promotion services to the campus and contribute to the "Be Well Blog." Whether it is a public health communicable disease or a mental health crisis response, staff from both departments work closely with students to address incidents that arise.

committing to sustainable systems and policy changes

Award-winning colleges are making thoughtful and deliberate policy, programmatic, environmental, and systems changes focused on identified community priorities with a goal of sustaining the impact of these changes over time.

- **The University of South Florida** has adopted a collaborative systems-thinking and public health based approach to inform their three-tiered policy solutions: (a) reaching student directly through mandatory Life Skills Modules and a revised new student orientation model that provides critical resources and referrals to students identified to be at risk even before school begins; (b) requiring mental health literacy training for faculty and staff and providing comprehensive wellness handbooks for when they need them; (c) and an integrated, multi-disciplinary Students Affairs and Student Success unit to champion wellness in curriculum and through one-on-one coaching.

- **The University of South Carolina's** Mental Health Council has successfully advocated for a centralized academic withdrawal policy to aid students needing to withdraw for physical and mental health reasons. They have collaborated on postvention procedures for campus tragedies and will soon conduct an environmental scan for lethal means on campus.

- **Duke University's** counseling and health services moved to open access models whereby students are encouraged to walk in for a first visit without the need to make an appointment. Both departments also now offer coordinated evening hours to facilitate student access to care. Additionally, the institution has convened a Food Institute to determine the impact of food insecurity facing students and will soon transition to a smoke-free campus.

- **Kent State University** has expanded psychological services through the hiring of seven additional full-time permanent positions; implemented a smoke-free, tobacco-free policy; implemented a comprehensive employee wellness program that promotes health in five major areas; and modified their leave of absence policy to be more supportive of mental health.

driven by data

Shaping a healthy campus community requires data-driven measures and outcomes. It means a commitment to quality and impact in both process and outcomes.

- **Arizona State University** collects and disseminates national college health data, participation data in programs and services, website and social media analytics, and other metrics during leadership meetings and to senior administrators, student government, advisory boards, and program coordinators. They match participation data with persistence and graduation rates to make the financial case for their programming.

- Through innovative software, **Jefferson Community College** captures data on age, race/ethnicity, LGBTQ status, socioeconomic status, and others to increase retention and persistence rates of at-risk students and populations. Results of their current multi-year study shows an increase in retention and persistence due to their wellness efforts.

- A dedicated team member at **Kent State University** drives data collection and creates reports, which foster accountability, in alignment with the university's strategic plan and wellness priorities. Results are shared with leadership and the community.

innovation highlights

The review panel for the Healthy Campus Award cited several particularly innovative practices among the award winning colleges. Read on to learn more.

innovation highlights

- Duke University has **embedded student wellness in the curriculum** through programs, such as their Resiliency Project, Personal Wellness course, nutrition courses, and first-year seminars addressing stress, identity, and wellness.

- Arizona State University has established a **Chief Wellbeing Officer position**, who has been responsible for creating a **Center for Mindfulness, Compassion, and Resilience**, focused on deepening the institution's culture of healthfulness, personal balance, and resiliency through learning opportunities and connecting with the larger community.

- University of South Carolina's **"Be Real. Be There. Mental Health Matters."** health education campaign addresses mental health stigma through an award-winning video and print materials highlighting real student experiences with mental health and counseling services to share with their peers. Recently, the campus has been granted an opportunity to expand this initiative to include a podcast dedicated to sharing **true stories of grit and resilience**.

- With limited resources in a small, rural community, Jefferson Community College is providing **comprehensive services**, such as clinical mental health services, physical health services, emergency transportation, emergency childcare, and a food pantry in one co-location to meet the needs of their **students who are most at risk**.

innovation highlights

- The University of South Florida's **Success & Wellness Coaching** serves students experiencing impediments to academic success including: stress management, time management, procrastination, relationship issues, sleep issues, communication skills, and work/life balance. This innovative de-stigmatizing resource not only addresses the health and wellness needs of students but also provides goal-oriented services to students experiencing mental health concerns that may not reach a clinical level.

- As a collaboration of the University of Oregon's health center, counseling center, physical education and recreation, and student organizations, the **Duck Nest Wellness Center** provides programming, including "Dogs in the Duck Nest," meditation and relaxation, healthy eating, aromatherapy, yoga, mental well-being workshops, and wellness presentations offered by student Peer Wellness Advocates and health center staff. More than 8,147 students have accessed the **outreach programs** since its inception.

- An agreement reached by consensus of administrative leadership and academic affairs at Kent State University and endorsed by their student government established a **fall break** to give students a chance to decompress and return reeling renewed for the remainder of the fall semester and final exams.

challenges and opportunities for growth

Universities and colleges continue to face challenges in prioritizing student well-being. In 2015, Active Minds collected data from nearly 100 campuses to identify specific areas of growth.

challenges & opportunities for growth

Active Minds identified three specific challenges most universities and colleges still face, in particular, in continuing to prioritize student well-being. Challenges include providing equal opportunities for health; championing student voices; and providing quality, accessible clinical services.

1. Championing Student Voices

Students know students. They turn to each other when struggling with health and model their behaviors and attitudes after their peers'. They are experts in the best programming, strategies, messaging, and approaches to engage students and create a campus culture and climate that fosters mental health, physical health, and well-being.

Arizona State University, Duke University, Kent State University, and others are putting students front and center through student-led solutions, such as student-led programming, student support groups, and peer educators, for fostering emotionally healthy campus where students support each other through good days and bad. Student government leaders at many campuses are taking the lead on prioritizing health and wellness through programs, policies, and resource allocation. However, much work is still to be done in empowering the student voice in campus decision-making. For guidance on what this might look like, see Active Minds' Position Statement on the Student Voice.

challenges & opportunities for growth

2. Providing Equal Opportunities for Health

Creating a healthy campus community means working to address gaps in opportunity that tend to disproportionately and negatively affect certain populations, such as ethnic minorities and those with limited English skills, lesser income, and/or a marginalized sexual or gender identity.

Campuses, such as the University of South Carolina and Duke University, are addressing this challenge by providing academic and financial support to low-income and first-generation students. Cultural competency training for staff and cross-campus collaborations inclusive of multicultural, LGBTQ+, international student, student veterans, and social justice programs are addressing barriers to student health for students most at risk.

Most notably, senior leaders, including the Provost and Vice President for Student Affairs and Student Success at the University of South Florida, are held accountable for equity in access and success. The use of Predictive Analytics by a cross-functional Persistence Committee is one of several initiatives implemented to achieve and maintain parity. As a result, the campus has eliminated the achievement gap between students on the basis of race, ethnicity, and socioeconomic status and have their sights on impacting disparities in gender next.

challenges & opportunities for growth

3. Providing Quality, Responsive, Accessible Clinical Services

While a school strives to move students towards health, it should serve the clinical needs of those students facing mental and physical illness, as well. Clinical services should adhere to national standards of excellence and be available via accessible locations, times, and timelines.

To address this challenge, the University of South Carolina's Student Health Services uses a dedicated care-team model that promote the patient/provider relationship and the continuity, comprehensiveness, and accessibility of care. Access to mental health services now includes expanded evening and weekend hours, online services, and use of mental health screenings in medical clinics.

Additionally, campuses like Arizona State University and the University of South Florida are embedding mental health services throughout campus in Health Services, residential life, and in colleges/schools and utilizing technology to provide online mental health assessments, self-paced learning platforms, and online therapy services. Arizona State prioritizes immediate access to services to ensure that any student can be seen in the same day for counseling.

Acknowledgements

The Active Minds Healthy Campus Award is made possible through the generous support of Peg's Foundation.

Active Minds also wishes to thank our esteemed panel of reviewers for the 2018 award:

- Dr. Megan Amaya, President, National Consortium for Building Healthy Academic Communities
- Sruti Bandlamuri, member, Active Minds Student Advisory Committee
- Dr. Alfee Breland-Noble, Senior Scientific Advisor, The Steve Fund
- Dr. Daniel Eisenberg, Director, Healthy Minds Network
- Dr. Ashley Finley, National Evaluator, Bringing Theory to Practice
- Dr. Michael Huey, President, American College Health Association
- Megan Larson, member, Active Minds Student Advisory Committee
- Steve Loflin, CEO, National Society of Collegiate Scholars
- Dr. April Lovett, Representative, NIRSA, Leaders in Collegiate Recreation
- Andy MacCracken, Executive Director, National Campus Leadership Council
- Dr. Sharon Mitchell, President, Association for University and College Counseling Center Directors
- Dr. Deb Moriarty, Past Board Chair, NASPA, Student Affairs Administrators in Higher Education
- Dr. Stephanie Pinder-Amaker, Director, College Mental Health Program, McLean Hospital
- Dr. Daniel Pine, Chief, Section on Development and Affective Neuroscience, National Institute of Mental Health
- Dr. Ilene Rosenstein, Associate Vice Provost, Campus Wellness and Education, University of Southern California

Previous Winners:

- California State University, Long Beach
- Cornell University
- Jefferson College
- Lawrence University
- Ohio State University
- Sacramento State University
- School of the Art Institute of Chicago
- University of Minnesota
- University of North Carolina at Greensboro
- University of Texas at Austin
- University of Wisconsin-Madison
- Western Washington University

Information about the award criteria, process, and more is available at activeminds.org/award.

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