SECTION 1 THE PRINCIPLE OF INTEGRITY

1.1 The institution operates with integrity in all matters. (Integrity)

Compliance Status: Compliant

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

Part I: Signature Attesting to Integrity.[1]

SECTION 2 CORE REQUIREMENTS

2.1 The institution has degree-granting authority from the appropriate government agency or agencies. (Degree-granting Authority)

Compliance Status: Compliant

The University of South Florida Board of Trustees (BOT) has authority to grant degrees pursuant to the regulations of the Board of Governors (BOG) of the State University System of Florida (SUS).

The University of South Florida (USF) was established in 1956 as part of the SUS. USF currently is one of 12 public universities that constitute the SUS of Florida, which was established by the Constitution of the State of Florida, Article IX, Sec. 7(b)[1]. Florida Statutes (FS) 1000.21 defines the constituent institutions (section 6)[2] of the SUS and their governing structure (section 8)[3].

Article IX, Sec. 7(d) of the State of Florida Constitution[4] grants the BOG the authority to "operate, regulate, control, and be fully responsible for the management of the whole university system." FS 1001.705, Sec. 2(a)[5], and 1001.706(1)[6] further recognize the BOG's authority. Pursuant to that authority, the BOG adopted a regulation titled "University Board of Trustees Powers and Duties," which grants the BOT of each constituent institution the authority to "establish the powers and duties of the university president" (BOG Reg. 1.001[2][e][7]). The Florida Statutes formerly delineated the powers of the president and specifically granted presidents of universities in the SUS the power to award degrees (FS 1001.75, Sec. 10[8]).

The University President is the Corporate Secretary to the USF BOT and is responsible for all operations and administration of the University (Operating Procedures, USF BOT, Article I, c[3[9]]). The President has authority to award degrees as established in the fully signed and executed contract effective July 1, 2011, through June 30, 2016, between the President and the USF BOT (Pres. Genshaft Contract, Sec. 1.2.15[10]).

2.2 The institution has a governing board of at least five members that is the legal body with specific authority over the institution. The board is an active policy-making body for the institution and is ultimately responsible for ensuring that the financial resources of the institution are adequate to provide a sound educational program. The board is not controlled by a minority of board members or by organizations or interests separate from it. Both the presiding officer of the board and a majority of other voting members of the board are free of any contractual, employment or personal or familial financial interest in the institution. (Governing Board)

Compliance Status: Compliant

Article IX, Sec. 7(c) of the State of Florida Constitution[1] establishes the composition of the University of South Florida (USF) Board of Trustees (BOT) and stipulates that each university in the State University System (SUS) of Florida be administered by a 13-member governing board.

Thus, the legal body corporate that wields specific authority over the University of South Florida[2] is the USF Board of Trustees (see table below).

Pursuant to constitutional requirements, Florida Statute (FS) 1001.71[3] states that the USF BOT be comprised of 13 trustees, six of whom are appointed by the Governor and five by the Florida Board of Governors (BOG). The Florida Senate confirms 11 of the trustee appointments. The President of the USF System Faculty Council and the President of the USF System Student Advisory Council hold the remaining two trustee positions as ex-officio voting members. Each Florida public university is operated by a local university board of trustees, which is a public body corporate of the state FS 1001.72[4], FS 1001.73[5]). The USF BOT is specifically authorized to govern and operate the University.

All trustees serve without compensation but may be reimbursed for travel and per diem expenses (FS 1001.71[2][6]). At the first regular BOT meeting after July 1, the appointed BOT members select the presiding officer for a two-year term, with the opportunity for a second term (Operating Procedures, Article I, C, USF BOT[7]).

University of South Florida
Board of Trustees

1	2	3	4	5
Name and Address of Board Member	**Employment**	**Contractual, Employment, or Personal or Familial Financial Interest in the Institution**	**Year Term Expires**	**Group or person that appointed or approved the appointment of the Board Member**
John B. Ramil[8] TECO Energy, Inc. 702 N. Franklin St. Tampa, FL 33602	President and Chief Executive Officer, TECO Energy	None	2016	Appointed by the Governor of the State of Florida
Harold W. Mullis[9], Esq., Chair, Board of Trustees, USF Trenam Kemker 101 E. Kennedy Blvd., #2700 Tampa, FL 33602	President, Trenam Kemker	None	2015	Appointed by the Florida Board of Governors
Christopher J. Davis[10]	Associate Professor of Information	USF St. Petersburg	2014	Appointed by Faculty Senate

USF St. Petersburg 140 7th Ave. S. St. Petersburg, FL 33701	Systems & Decisions Sciences, USF St. Petersburg			
Stephanie E. Goforth[11] Northern Trust Bank 100 2nd Ave. S. St Petersburg, FL 33701	President, West Florida Region for Northern Trust Bank	None	2016	Appointed by the Florida Board of Governors
Scott L. Hopes[12] CliniLinc 13250 S.W. 128th St., Ste. 108 Miami, FL 33186	Chairman & CEO, CliniLinc	None	2018	Appointed by the Governor of the State of Florida
Brian D. Lamb[13] Fifth Third Bank Tampa Man 201 E. Kennedy Blvd., Ste. 102 Tampa, FL 33602	Market President, Fifth Third Bank	None	2015	Appointed by the Florida Board of Governors
Stanley I. Levy[14] Grant Thornton LLP 101 E. Kennedy Blvd. Tampa, FL 33602	Managing Director, Levy Advisors, LLC	None	2018	Appointed by the Florida Board of Governors
Jean Cocco[15] University of South Florida 4202 E. Fowler Ave. Tampa, FL 33620	President, USF System Student Advisory Council	Student, USF	2015	Appointed by USF System Student Advisory Council

Stephen J. Mitchell, Esq.[16] Squire Sanders 201 One Tampa City Center, #2100 Tampa, FL 33602	Partner, Squire Sanders	None	2016	Appointed by the Governor of the State of Florida
Debbie N. Sembler[17] Sembler Construction Corporate Headquarters 5858 Central Ave. St. Petersburg, FL 33707	Former Marketing Executive	None	2016	Appointed by the Governor of the State of Florida
Byron E. Shinn[18] Shinn & Company, P.A. 1001 3rd Ave. W. Ste. 500 Bradenton, FL 34205	President & Shareholder, Shinn & Company, P.A.	None	2015	Appointed by the Governor of the State of Florida
Nancy H. Watkins[19] Robert Watkins & Co. 610 S. Boulevard, #100 Tampa, FL 33606	Certified Public Accountant, Robert Watkins & Co.	None	2016	Appointed by the Florida Board of Governors
Jordan B. Zimmerman[20] Zimmerman Advertising	Founder and Chairman, Zimmerman Advertising	None	2015	Appointed by the Governor of the State of Florida

2200 W. Commercial Blvd. Ft. Lauderdale, FL 33309				

Policymaking and Adequacy of Financial Resources

The BOT is responsible for making cost-effective policy decisions appropriate to the University mission (University Operating Procedures, Article I, D, USF BOT[21]). BOT powers include (a) developing the university's strategic plan; (b) submitting an annual institutional budget request; (c) accounting for expenditures of all local, state, federal, and other funds; and (d) maintaining an effective information system to provide accurate, timely, and cost-effective information (BOG Regulation 1.001, [3][22]).

The USF BOT ensures that financial resources support the educational programs consistent with its legislative budget request. Similarly, the BOT determines tuition policy and approves student fees (BOT Agenda, March 21, 2013, pp. 2-3[23]; BOT Meeting Minutes, March 21, 2013, pp. 3-4[24]). The BOT also reviews and approves the University's operating budget as required by BOG Regulation 9.007(1)[25] (BOT Agenda, June 5, 2014, p. 2[26]; BOT Meeting Minutes, June 5, 2014, pp. 3-4[27])

In 2001, the Florida Legislature established that USF St. Petersburg (FS 1004.33[28]) and USF Sarasota/Manatee (FS 1004.34[29]) will each "be operated and maintained as a separate organizational and budget entity of the University of South Florida and that all legislative appropriations" for those campuses will "be set forth as separate line items in the annual General Appropriations Act." The statute language further states that USF St. Petersburg and USF Sarasota/Manatee shall have a Campus Board, appointed by the USF BOT (FS 1004.33, [2][30]). The powers and duties of the Campus Boards include the following:

- Review and approve an annual legislative budget request to be submitted to the Commissioner of Education.
- Approve and submit an annual operating plan and budget for review and consultation by the USF BOT.

Control of Board

The Bylaws and Operating Procedures of the BOT[31] establish that a majority of the BOT members must be present to constitute a quorum for the transaction of business and that the whole body and its subparts act pursuant to a majority vote on all matters coming before them after full consideration. The bylaws also provide that, with a limited exception regarding the student and faculty representatives, no trustee may serve on any other university-related board in order to prevent actual or potential conflicts of interest. Members act with authority only as a

collective entity. The BOT is subject to public records and open meetings requirements, and all official acts occur at public meetings (BOG Reg. 1.001, (2)[h][32]).

Oversight Provided by USF Board of Trustees

The USF BOT provides overall oversight for the University. Financial oversight is primarily done through the Finance and Audit Workgroup, which reviews the University's finances and internal controls (see Board of Trustees[33] webpage and Finance and Audit Workgroups[34] webpage). Reports that are reviewed/approved by the Finance and Audit Workgroup include, but are not limited to, the annual Operating Budget (2014-15 Continuation Operating Budget[35]) and Fixed Capital Outlay Budget (2014-15 Fixed Capital Outlay Budget[36]); the request to approve tuition and fee[37] increases for the new fiscal year; and quarterly financial statements that provide comparisons of activities for this year versus last year in order to provide a clear understanding of the University's financial condition (e.g., Quarterly Financial Reports[38]; Mid-Year Forecasts[39]). In addition, the University provides preliminary and final audited financial statements (Financial Statements, BOT[40]), which show the University's financial position and financial activity for the entire year. These reports allow the BOT to exercise its fiduciary responsibilities, manage risk, and control funds.

Board Conflict of Interest

The University President serves as Corporate Secretary of the BOT and is responsible to the Board for the operation and administration of the University and for setting the agenda for BOT meetings in consultation with the Board Chair (BOT Article 1, C,[3[41]]). The USF BOT Code of Ethics, Article VII[42], requires that all trustees are free of any contractual, employment, or personal or familial financial interest in the institution. In addition, trustees are public officers of the State of Florida and are subject to the Florida Ethics Code that establishes detailed prohibitions of conflicts of interest including personal or familial, contract/business, and employment.

Trustee members of the BOT are part of the executive branch of state government (FS 1001.71, [3[3]]) and so are subject to the Florida Code of Ethics for Public Officers and Employees, which states in part that

> no officer or employee of a state agency or of a county, city, or other political subdivision of the state, and no member of the Legislature or legislative employee shall have any interest, financial or otherwise, direct or indirect; engage in any business transaction or professional activity; or incur any obligation of any nature which is in substantial conflict with the proper discharge of his or her duties in the public interest. . . . [T]here is enacted a code of ethics setting forth standards of conduct required of state, county, and city officers and employees, and of officers and employees of other political subdivisions of the state, in the performance of their official duties. . . . [T]his code shall serve not only as a guide for the official conduct of public servants in this state, but also as a basis for discipline of those who violate the provisions of this part.

Trustees, including the Chair, and their immediate relatives may not have or hold any employment or contractual relationship with any business entity or agency that is doing

business with the BOT or the University unless the contractual relationship falls within the enumerated exemptions from the statutory prescription. Trustees may not have any employment or contractual relationship that will create frequently recurring conflict between their private interests and the performance of their public duties or that would impede the full and faithful discharge of their public duties (FS 112.313[7][a][1][2[43]]).

As state officers, trustees are prohibited from acting in their official capacity to either directly or indirectly purchase, rent, or lease any realty, goods, or services for the Board or the University from any business entity in which the trustees or their spouses or children are officers, partners, directors or proprietors, or in which the trustees or their spouses have a material interest. Nor may trustees, acting in a private capacity, rent, lease, or sell any realty, goods or services to the Board or the University (FS 112.313[3[44]]). The code also governs the solicitation and acceptance of gifts and requires the members of the BOT to file an annual disclosure form with the State of Florida Commission on Ethics pertaining to their economic interests and liabilities (Statement of Financial Interests[45]). Each BOT member also must disclose the nature of the member's interest when voting on a measure that would inure to the member's special private gain or loss.

Voting conflicts must be disclosed under Florida law. Specifically, trustees must disclose the nature of their interest in a matter if it would result in special gain or loss to the trustee, to any principal or employer who retains the trustee, to a relative, or to a business associate (FS 112.3143[2][a[46]]).

In addition, on September 6, 2007, at a regular Board meeting, the USF BOT approved a Code of Conduct for Financial Functions[47], applicable to the Board and University employees reaffirming its deeply rooted commitment to:

- honest conduct, including the ethical handling of actual or apparent conflicts of interest between personal and professional relationships;
- full, fair, accurate, timely and understandable disclosure in financial reporting;
- compliance with applicable University, state, and federal laws, rules, and regulations; and
- prompt reporting for violations of the code to the University's Office of Audit and Compliance.

Under the law and the University's own adopted policies, trustees and fiscal officers are held to the highest standards of public trust to serve the best interests of the University's established academic mission, as articulated in its strategic plan.

Additional Information about the relationship between USF and its governing board is provided in *Comprehensive Standards 3.2 series (Governance and Administration).*

2.3 The institution has a chief executive officer whose primary responsibility is to the institution and who is not the presiding officer of the board. (Chief Executive Officer)

Compliance Status: Compliant

Florida Board of Governors Regulation 1.001(2)(e)[1] authorizes the board of trustees of each institution within the Florida State University System (SUS) to establish the powers and duties of the respective university president. The University President is the Chief Executive Officer (CEO) of USF and the Corporate Secretary of the USF Board of Trustees[2] (BOT), responsible to the BOT for all operations and administration of the University (BOG Reg. 1.001[2][c[3]], BOG Reg. 9.007[1][4]). The President is not a member of the BOT and therefore is ineligible to serve as its presiding officer (FS 1001.71, [1][5]). Each board of trustees across the SUS is required to select its chair only from the appointed members (i.e., the six trustees appointed by the Governor and the five trustees appointed by the BOG) (FS 1001.71[5], BOG Reg. 1.001[2][b])[6].

The President's duties are well defined and do not include presiding over the Board. The President's contract of employment[7] enumerates her specific duties[8]. The contract[9] further requires in part that "[t]he President shall seek approval from the Board Chair prior to agreeing to serve on any board of directors of any for-profit entity or to engage in any substantial outside business activity, including authorship of books."

2.4 The institution has a clearly defined, comprehensive, and published mission statement that is specific to the institution and appropriate for higher education. The mission addresses teaching and learning and, where applicable, research and public service. (Institutional Mission)

Compliance Status: Compliant

The University of South Florida has a clearly defined and comprehensive mission statement specific to the institution and appropriate for an institution of higher education. The USF Strategic Plan 2013-2018[1] delineates the current mission statement:

The University of South Florida's mission is to deliver competitive undergraduate, graduate, and professional programs, to generate knowledge, foster intellectual development, and ensure student success in a global environment.

The mission statement speaks to excellence in teaching and learning within all academic programs at every level and for all modes of delivery as well as to the research mission required to generate knowledge and promote intellectual development. The mission also speaks to a revitalization of the institution's commitment to student success in all endeavors.
USF's vision[2] for the future is in support of the mission statement and commitment to research and service.

The USF mission statement is published in the USF Strategic Plan[3], on the University's website[4], and in other USF publications including the Undergraduate[5] and Graduate[6] Catalogs. The Board of Trustees (BOT) reviews and approves the strategic plan, which includes the mission statement adopted for the relevant planning period (BOT Mtg. Agenda, Dec. 13, 2012[7], BOT Mtg. Minutes, Dec. 13, 2012[8]).

The Constitution of the State of Florida, Article IX Section 7(d)[9], establishes the responsibilities of the statewide Board of Governors (BOG) for Florida's university system, which includes the BOG's responsibility for "defining the distinctive mission of each constituent university." Florida Statute 1004.01,Title XLVIII of Florida's K-20 Education Code[10], also clearly defines the purpose and mission of the SUS, which each university mission must support.

The BOG has statutory regulation over the mission of each SUS institution (FS 1001.705[2][a][11]), though the BOG in turn provides each institution the authority to design its own unique mission (BOG Reg. 1.001[3][c][12]).

The BOG must approves each SUS university's mission statement during the annual review of the institutions' annual work plans[13], which must include the university's mission statement and vision for the current planning period as well as specify goals and objectives consistent with that mission (BOG Meeting Agenda June 17-19, 2014[14]) (Mission Statement Approval, Email, Richard Stevens, FBOG[15]).

Additional information on the USF Mission is provided in *Comprehensive Standard 3.1.1 (Mission)*. Information on the relationship between USF's mission and its curriculum is provided in *Federal Requirement 4.2 (Program Curriculum).*

2.5 The institution engages in ongoing, integrated, and institution-wide research-based planning and evaluation processes that (1) incorporate a systematic review of institutional mission, goals, and outcomes; (2) result in continuing improvement in institutional quality; and (3) demonstrate the institution is effectively accomplishing its mission. (Institutional Effectiveness)

Compliance Status: Compliant

The University of South Florida (USF) engages in robust ongoing, systematic, research-driven planning, evaluation, and budgeting. The institution integrates planning across system, institution, college, and unit levels. All planning occurs within the context of USF's mission[1] "to deliver competitive undergraduate, graduate, and professional programs, to generate knowledge, foster intellectual development, and ensure student success in a global environment."

This narrative describes the current state of integrated strategic planning, careful setting of metrics, and evaluative processes at USF. These processes have resulted not only in a dynamic validation/modification approach for institutional mission fit but also in continuous improvement and steady progress toward institutional goals and objectives reflected in the strategic-planning process.

Systemwide Planning: From the State Level to the University

Planning and evaluation in the State of Florida University System (SUS) are mandated by Florida Board of Governors (BOG) Regulation 2.002(1)[2]. This regulation requires the BOG

to "institute a planning and performance monitoring system that includes the university submission of work plans and annual reports designed to inform strategic planning, budgeting, and other policy decisions for the State University System." While this mandate standardizes annual submissions to the BOG, it leaves each university free to pursue a planning-evaluation-budget cycle based on its individual mission and trajectory.

The BOG has adopted an approach titled Three Great Books[3], the purpose of which is to align individual institutions' annual accountability reports and work plans with the SUS Strategic Plan, 2012-2025[4]. USF's most current Annual Accountability Report[5] and Work Plan[6] demonstrate the layers of detail and foci of the Three Great Books approach, which is internalized and incorporated into each SUS institution's long-range strategic planning process. At USF, annual reports and work plans go through an internal approval process that includes the Academic and Campus Environment Workgroup (Academic Campus Environment Workgroup Meeting Agenda Nov. 7, 2013[7] and Academic Campus Environment Workgroup Meeting Minutes, Nov. 7, 2013[8]) and the USF Board of Trustees (BOT) (BOT Meeting Agenda, Dec. 5, 2013[9] and BOT Meeting Minutes, Dec. 5, 2013[10]).

The Three Great Books approach allows the BOG, its staff, and work groups to monitor the system for programmatic need, demand, and duplication, and to oversee new tuition expenditures. However, full-blown planning-evaluation-budget activities occur primarily at the institutional level.

The History of Strategic Planning at the University of South Florida

USF has engaged in strategic planning throughout its history (e.g., Strat. Plans, 1985-2018[11]). As the institution's mission has expanded from meeting the needs of "the metropolitan region of Florida's west coast, the state and nation" (1985-90 Strategic Plan) to "ensuring student success in a global environment" (2013-18 Strategic Plan), strategic planning has become increasingly systematic and data driven. Currently based on a clearly stated mission, well-defined goals, and robust data, strategic planning at USF continues to evolve with the institution.

Over the past decade and a half, strategic planning has grown increasingly important and more central to the management of USF. During the 14-year tenure of USF's current President, strategic planning has provided focus for all constituents and has become the motivating and guiding force behind the progress of the institution. Systematically integrated strategic-planning goals have evolved into targets, and achieving those targets has elevated USF into an RU/VH Carnegie classification[12] and has transformed it into the second most productive university in the state in terms of research funding (R&D Expenditure Ranking[13]).

USF reviews its mission, vision, values, goals, and outcomes as part of each new strategic planning cycle. The process described in a later section demonstrates this review as part of the transition from the 2007-12 Strategic Plan to the 2013-18 Strategic Plan. This review process ensures the continuation of an institutional effectiveness cycle in which the work flow is a continuous cycle of planning, setting goals and targets, measuring and assessing, and resetting goals and targets based on data as the process spirals through the levels of planning.
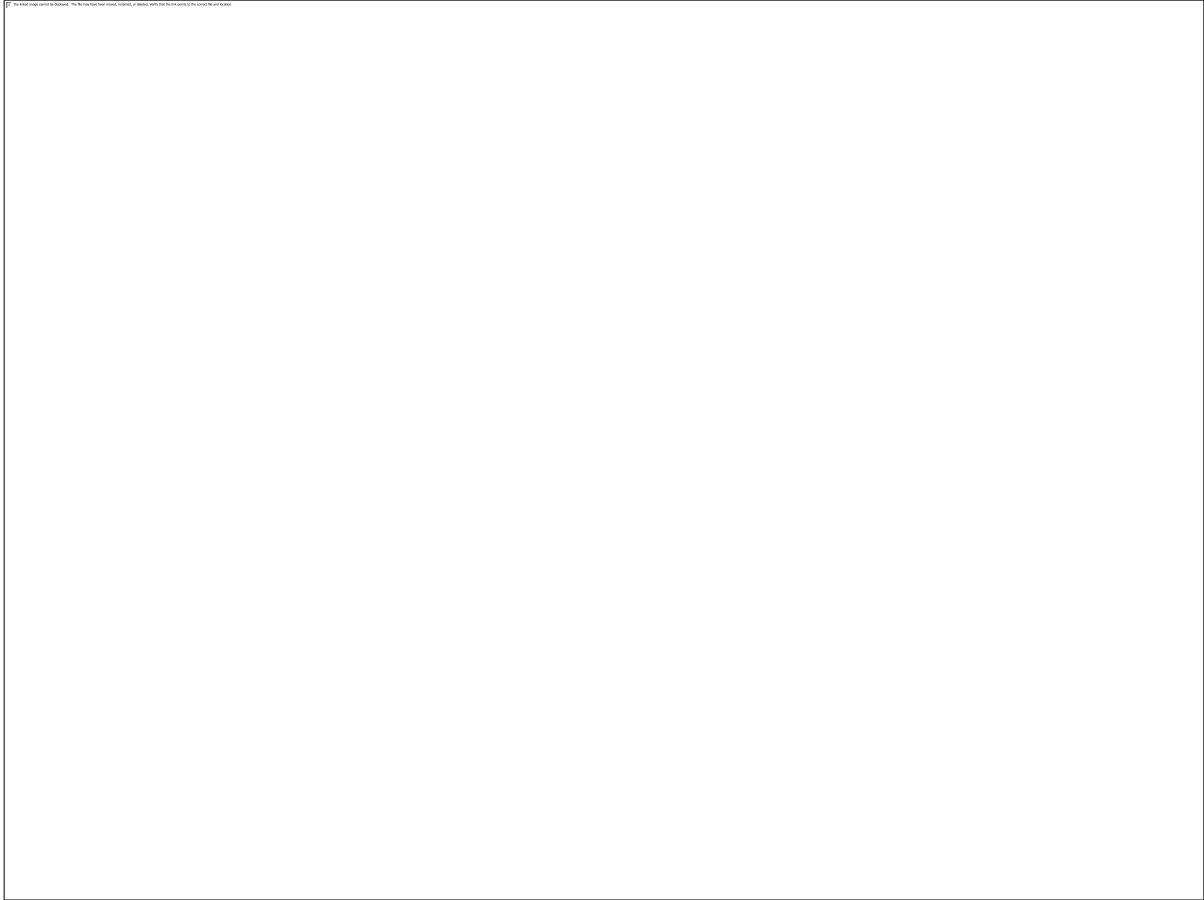
Level One: University-Wide Planning

Responsibility for Planning

The USF Provost and Executive Vice President has ultimate responsibility for academic planning and evaluation at USF. The Provost and Executive Vice President is supported by an organizational structure[14] that includes the Vice Provost for Strategic Planning, Performance and Accountability; the Assistant Vice President for the Office of Decision Support; the Associate Vice President for Institutional Effectiveness, Academic Planning, and Review; Chief Information Officer, Information Technology, and the Associate Vice President for Resources Management and Analysis. While these administrators have an array of other duties, the alignment in the Office of the Provost and Executive Vice President allows a flow of communication and information up and down the levels of planning, which facilitates alignment at all levels. Furthermore, this infrastructure provides key support in developing the metrics associated with planning goals and budgeting to support the strategic plan.

Infrastructure for Planning, Evaluation and Budgeting

The Vice Provost for Strategic Planning, Performance and Accountability oversees the development of the strategic plan as well as annual reports such as the Annual Work Plan

through which the institutional mission is approved by the Florida BOG. Offices that assist the Vice Provost with the planning-budgeting process include the following:

Office of Institutional Effectiveness, Academic Planning and Review[15]

Consisting of five academic planning researchers, this office is responsible for the online assessment of instruction; new program approval; coordination of Centers and Institutes; and, state-mandated program review and learning outcomes assessment, two important aspects of the planning-evaluation-budget cycle. The Director for Program Review coordinates the program review schedule with the Florida Board of Governors (BOG) and handles the logistics of on- and off-site visits for academic departments undergoing periodic review, as mandated by BOG Regulation 8.015(1)(b)(2)(a)(b)[16]. The Assistant Director of Learning Outcomes Assessment coordinates all learning outcomes assessment for academic, academic support, and non-academic units. BOG Regulation 8.016[17] mandates learning outcomes assessment for the SUS institutions.

Office of Decision Support: Planning and Analysis Units[18]

While the Office of Decision Support (ODS) has several units, the Planning and Analysis unit, which consists of four institutional researchers, is dedicated solely to institutional data related to the planning process. The Assistant Vice President for Decision Support oversees this group, which is responsible for generating the data for the metrics of the Strategic Plan, such as the Performance Update: Advancing USF's Strategic Plan, the Performance and Accountability Matrix, and the Annual Work Plans (see below). The Planning and Analysis unit and the Office of Institutional Effectiveness, Academic Planning and Review jointly generate annual data (Work Plans and Academic Learning Compacts) and longer-range data (Performance Update: Advancing USF's Strategic Plan every five years; Program Review in seven-year cycles) to guide the planning process.

Financial Resource Planning and Analysis[19]

In addition to annual budgeting for Academic Affairs, this office, which consists of four budget professionals, assists the strategic-planning process by advising and monitoring budget allocations for the Strategic Plan.

Stepwise Strategic Planning

Strategic planning at USF is a stepwise process that engages all facets of the University community. USF's current stepwise strategic planning process has been in place since 2006 was the organizing structure that produced the 2007-12 Strategic Plan. There have been some slight variations based on organizational shift, but this process continues to function well. The process was used most recently in the development of the 2013-18 Strategic Plan (described below).

1. During the spring of the year prior to the completion of a five-year strategic planning cycle, the President and Provost and Executive Vice President set the planning process in motion with the Vice Provost for Strategic Planning, Performance and Accountability,

who creates a list of potential members of a Strategic Planning Committee from the USF constituency.

2. A USF Strategic Planning Committee[20] is selected by the President, the Provost and Executive Vice President, and the Vice Provost for Strategic Planning, Performance, and Accountability, with input from the Faculty Senate and Student Government. The Committee represents all members of the USF constituency (including the BOT[21] and key community leaders[22]). Following formation of the committee, meetings begin (Strat. Plan. Mtg. Mins., Oct. 4, 2011[23]).

3. The Vice Provost for Strategic Planning, Performance and Accountability initiates the construction of a web-based form[24] to allow comments on the strengths and weaknesses of the expiring plan, including the mission. Although a number of general comments on various aspects of USF were received from this form during the development of the current strategic plan, the comments were sufficiently broad in nature to preclude their direct incorporation into the plan since they applied entirely to general operations rather than the Strategic Plan or the planning process.

4. The Strategic Planning Committee develops a draft plan and then forms subgroups to draft goals and strategies (Group 1 Goals & Strats.[25]).

5. The analysis and budget subcommittees begin the process of integrating the budget into the plan. The committees draft a budget and establish baseline metrics and targets[26] to track progress. The budget for the 2013-18 Strategic Plan remains under development, awaiting the most recent Legislative Budget Requests, though the recent 2014 - 2015 Performance Based Funding allocation has been targeted at the Strategic Plan (see below). The Provost and Executive Vice President, Vice Provost for Strategic Planning, Performance, and Accountability, Chief Operating Officer, and Associate Vice President for Resource Management and Analysis take recommendations from the Budget Planning Subcommittee of the Long Range Strategic Planning Committee and construct an operating budget specifically targeted at elements of the strategic plan.

6. The Vice Provost for Strategic Planning, Performance, and Accountability conducts a series of town hall meetings and conferences[27] to solicit feedback on a draft plan from all constituents.

7. The Strategic Planning Committee revises the draft plan and solicits additional comments (USF Strat. Plan. 2013-18, Draft[28]).

8. The BOT approves the Strategic Plan (BOT Mtg. Agenda, Dec. 13, 2012[29] and BOT Mtg. Mins., Dec. 13, 2012[30]), followed by approval by the BOG as part of the Annual Work Plan review.

9. The final version of the Strategic Plan is disseminated in print and on the USF website by the Offices of the President[31] and Provost and Executive Vice President[32].

10. Office of the Provost monitors progress toward goals, using the adopted metrics.

USF's university-wide planning process is both broad based and data driven and is sufficiently flexible to encompass and align with planning at the college and unit levels, each with its own set of research-based data.

The USF Strategic Plan, 2007-12: Transforming Higher Education for Global Innovation

After USF's 2005 SACSCOC reaffirmation, USF turned its attention to developing the 2007-12 Strategic Plan, which established the following institutional mission[33]:

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

- student access and success in an engaged, and interdisciplinary, learner-centered environment,

- research and scientific discovery, including the generation, dissemination, and translation of new knowledge across disciplines; to strengthen the economy; to promote civic culture and the arts; and to design and build sustainable, healthy communities, and

- embracing innovation, and supporting scholarly and artistic engagement to build a community of learners together with significant and sustainable university-community partnerships and collaborations."

The USF Strategic Plan, 2007-12[34] established four goals[35], which were aligned with the goals of the [36]2005-2013 SUS Strategic Plan[36].

Accordingly, the goals of the 2007-12 Strategic Plan included:

1. expanding world-class interdisciplinary research, creative, and scholarly endeavors (tracks with the SUS category of Scholarship, Research, and Innovation);

2. promoting globally competitive undergraduate, graduate, and professional programs that support interdisciplinary inquiry, intellectual development, knowledge, and skill acquisition, and student success through a diverse, fully engaged, learner-centered environment (tracks with the SUS category of Excellence);

3. expanding local and global engagement initiatives to strengthen and sustain healthy communities and to improve the quality of life (tracks with the SUS category of Community and Business Engagement); and

4. enhancing all sources of revenue and maximizing effectiveness in business practices and financial management to establish a strong and sustainable economic base in support of USF's growth (tracks with the SUS category of Productivity).

The 2007-2012 Strategic Plan became the focus of the university faculty and staff and coordinated many aspects of university operations. Strategies for achieving each goal[37] were developed by the USF academic community which engaged with the leadership in ongoing Campus Leadership Council meetings, Faculty Senate meetings, Council of Deans meetings, and college-level meetings. In order to ensure progress, a set of metrics was devised by the Office of the Provost and Executive Vice President in conjunction with the Office of Decision Support and the Office of Institutional Effectiveness, Academic Planning and Review to track the steady improvement toward goals (USF Planning Perf. & Accountability Matrix[38]). The metrics and strategies associated with the plan set hard targets for continuous improvement.

To ensure that the planning-budget-evaluation cycle was applied consistently across the University, the Office of the Provost and Executive Vice President developed a Planning and Budget Integration Flowchart[39], which resulted in budget goal for the 2007-12 strategic planning.

The pursuit of hard targets resulted in continuous improvement in USF's academic profile. USF is classified as Carnegie RU/VH, the highest Carnegie classification, and, in addition, tracks the progress in pursuit of its aspirational goal of membership in the American Association of Universities (AAU). The USF Planning Performance and Accountability Matrix[40] allowed USF to monitor its performance against AAU metrics and standards.

In December 2012 USF published a report titled Advancing USF's Strategic Plan: A Performance Update[41]. This comprehensive progress report on the 2007-12 Strategic Plan provides ample evidence of USF's continuous progress toward the goals of the plan and describes concrete initiatives taken to advance progress toward those goals.

The USF Strategic Plan 2013-18

In Spring 2011, the transition from the 2007 - 2012 Strategic Plan to a new planning cycle began and preparations were made for the development of the 2013-2018 Strategic Plan[42]. The development of the plan was a fully engaged, transparent process, directed by Vice Provost for Strategic Planning, Performance, and Accountability. The 39-member Strategic Planning Committee[43] included representatives from all constituent groups: students, faculty, staff, alumni, Student Government, the Faculty Senate, the Staff Senate, the Administrative Advisory Council, the USF Foundation, the USF BOT, and the broader Tampa Bay community.

The first step in the planning process was to revisit the mission of USF to reposition the University for the future and to align the institutional mission with the current SUS mission[44], as established by the SUS 2012-25 Strategic Plan.

Careful to maintain USF's unique character and contribution to the State University System (SUS), the Strategic Planning Committee developed a mission statement to align more closely with the new SUS mission, build on the momentum of the 2007-12 Strategic Plan, and reflect the current direction of the institution, namely an emphasis on globalization and student success. The USF Strategic Plan 2013-18 establishes the following mission[1]:

The University of South Florida's mission is *to deliver competitive undergraduate, graduate, and professional programs, to generate knowledge, foster intellectual development, and ensure student success in a global environment.*[1]

The Strategic Planning Committee and the Provost and Executive Vice President provided guidance in further developing the strategic plan by defining USF's vision and values[45]. They also set the foundation for the development of institutional goals. Institutional goals were vetted by the USF Leadership, the Academic and Campus Environment Workgroup of the BOT, and the USF BOT (evidence discussed and provided in the section on "Stepwise Strategic Planning" above).

BOG Regulation 2.002, (2)[46] states that "work plans and annual reports shall reflect the institution's distinctive mission and focus . . . within the context of the State University System goals and regional and statewide needs." The 2013-18 Strategic Plan was constructed within a framework set by this regulation. As stated above, it is in the approval of the Annual Work Plan that mission statements and strategic plans are approved by the BOG. The four goals of the USF Strategic Plan 2013 - 2018[47] were thus approved along with the approval of the Work Plans:

1. Well-educated and highly skilled global citizens through our continuing commitment to student success.

2. High-impact research and innovation to change lives, improve health, and foster sustainable development and positive societal change.

3. A highly effective, major economic engine, creating new partnerships to build a strong and sustainable future for Florida in the global economy.

4. Sound financial management to establish a strong and sustainable economic base in support of USF's continued academic advancement.

USF ensures it is accomplishing its mission by measuring progress toward the goals of the current Strategic Plan. The goals are measured annually by the Office of Decision Support and are published by the Office of the Provost and Executive Vice President in an annual report. The final performance update for the 2007-12 Strategic Plan included results from the evaluation of the first year of the 2013-18 Strategic Plan to provide continuity. Results are available in the report, Advancing USF's Strategic Plan: A Performance Update[41], containing initial metrics, movement during the initial planning period, and a comprehensive status report on the current planning period. It also provides comparisons with public AAU institutions, aspirational peers, and the other Florida research universities.

The USF 2013 - 2018 Strategic Plan differs from its predecessors in several ways. As discussed above, the new mission statement emphasizes globalization and student success. The plan encapsulates the pressing need to provide broad access to higher education while maintaining affordability and high-quality education within a changing economic reality that has seen significantly reduced state support.

Evaluation of the plan is data driven, as reflected in the annually updated USF Performance Dashboard (1)[48], long-range Planning & Performance Matrix[40], which tracks progress for over 120 metrics, and in the USF Strategic Plan 2013 - 2018 Performance Metrics[26]. Detailed dashboards are currently being developed by the Office of Decision Support under the direction of the Provost and Executive Vice President to monitor progress within academic and administrative units (e.g., the College of the Arts USF Perf. Dash. 3[49]).

The BOT monitors continuous institutional improvement by observing performance milestones and setting performance goals (BOT Mtg. Agenda, Sept. 4, 2013[50] and BOT Mtg. Mins., Sept. 4, 2013[51]). The BOT does not consider additional agenda items unless the item is connected to a long-range strategic planning goal.

The commitment to continuous improvement filters down through all facets of the University. Planning at USF Tampa is multi-faceted and aligned from its base in individual units up through the colleges and finally to the long-range strategic plan. All processes are continuous and data driven.

Integration of Planning

By refining institutional priorities, setting measurable outcomes, and mandating regular evaluation of progress toward goals, USF's 2013-18 Strategic Plan focuses on academic investment and performance. This approach aligns with legislative/gubernatorial priorities and has encouraged alignment with the SUS's Strategic Plan 2012-25[4] and 2013-14 annual work plan[52]. At the institutional level, this approach encourages integration of institutional planning priorities with budgeting and with strategic planning at the level of academic and administrative units.

Linking Institutional Planning to the Budget

Every effort is made at both the state and institutional level to ensure clear linkage between planning, evaluation, and budgeting. USF maintains a clearly demonstrable planning-evaluation-budget cycle focused on the achievement of planning goals at the local, state, national, and international levels.

At USF, the institutional strategic plan closely and deliberately informs the annual operating budgets. The priorities and goals of the plan are infused into USF's budgeting, hiring, and work-production processes. USF believes that respect for the value of careful and deliberate planning has been essential to our forward progress in an era when setbacks and roadblocks are numerous, and economic, social, and geopolitical climates are unpredictable.

The Office of Resource Management and Analysis in conjunction with the Provost and Executive Vice President and the Chief Operations Officer assigns cost to planning goals through the process of strategic planning and budgeting[39]. The first step is to identify Key Performance Indicators (KPIs) for each institutional goal (Planning & Performance Matrix[40]). The next step is to link the KPIs to key investments required to achieve those goals. Three examples of KPIs under USF's first strategic goal (Student Success, Well-Educated Global Citizens) are to:

- improve student-to-faculty ratio through focused investments in additional ranked faculty,

- obtain focused investments in international student recruitment, and
- build new on-campus housing to increase the percentage of degree-seeking undergraduates living on campus as part of the Campus Master Plan.

Next, the Office of Resource Management and Analysis and the Office of Decision Support calculate the amount of investment required to meet the annual targets each year, and the President and Provost and Executive Vice President evaluate the adequacy of funding support. KPIs are linked to an annual operational budgeting plan to ensure that any incremental investment (or realignment of existing funds) is aligned with the goals of the strategic plan and informed by annual progress toward targets. In some cases, the investment required to meet a given KPI must come from new sources, such as new business opportunities or programs.

For example, the cost of improving the student-to-faculty ratio from 27:1 to 18:1 in increments over the period 2013-15 was analyzed as follows:

- Assume student body (undergraduates) remains constant.
- Assume a mix of tenure/tenure-track faculty and full-time instructors.
- To move the ratio one point (i.e., from current 27:1 to 26:1) requires approximately 55 faculty at a cost of roughly $4 million.
- Total cost around $36 to $51 million (including support and start-up)

This initiative was funded in the academic years 2013-15.

Using the strategic plan as the foundation, VP area, including academic deans and unit heads, holds individual budget planning meetings and sets annual budget targets. This process has five stages:

1. The Office of the Provost develops instructions for each college and unit to provide guidance as they prepare their respective annual budget requests. Instructions include general guidelines for preparing standard documents to discuss trends or risks, and specific and/or unique instructions to any one college/unit. To ensure alignment with the strategic plan, the Office of the Provost closely scrutinizes incremental resource allocation decisions and makes these clear to each unit.

2. The Office of the Provost schedules annual college and unit reviews. During these reviews, key performance targets, requested incremental investment, and progress on key initiatives from the prior year are discussed in depth. Budget targets are negotiated and set.

3. The Provost's leadership team assesses the information from the reviews.

4. The Office of the Provost and Executive Vice President in conjunction with the Office of Resource Management and Analysis develops and communicates final budgets to the heads of the budget entities.

5. The Office of the Provost and Executive Vice President distributes information to each budget entity showing progress against their financial and operational objectives.

Additional Planning Metrics and Linkage to the USF Strategic Plan 2013 - 2018

As mentioned previously, after the publication of the USF Strategic Plan 2013 - 2018, circumstances within the institution as well as external forces required the addition of metrics linked to the new Strategic Plan. Each of the following initiatives required tracking of a new set of metrics:

1. Selection of membership Indicators for the Association of American Universities [53](AAU) as aspirational measures
2. The development of "Pre-eminence Measures[54]" applied to all State University System institutions by the Florida Board of Governors
3. The decision by the Florida Board of Governors to shift partial funding to a Performance Based Funding model[55].

With the addition of these new strategic metrics, a crosswalk[56] was developed by the Leadership Team of the Provost and Executive Vice President to link the metrics and tie them to the USF Strategic Plan 2013 - 2018[57].

Budgeting for the 2013 - 2018 Strategic Plan

The State University System of Florida has experienced the same shrinking resources as other states. The Florida BOG recently established a link between planning, evaluation, and the budget through a performance-based funding initiative. SUS institutions are required to report on performance-based measures on key indicators of success. The Florida BOG in conjunction with the Florida Legislature selected eight of these indicators (Strategic Priorities & Performance-Based Funding PPT, p. 21.[58]), which are tied to the strategic plan for the SUS. For example, the first two of the eight performance indicators are linked to the strategic priority from the SUS strategic plan to "increase community and business workforce" (Strat. Plan, 2012-25, Strategies & Priorities[59]). In addition to the initial eight indicators, each institution in conjunction with the BOG selects two institution-specific indicators (Strategic Priorities & Performance-Based Funding, PPT, metrics[60]). A point system was devised by the Board of Governor's Staff for awarding funds. (Strategic Priorities & Performance-Based Funding[55]).

The University of South Florida received performance-based funding in the amount of $22,273,322 from the Florida Legislature and the Board of Governors for the 2014 - 2015 academic year. The Provost and Executive Vice President in conjunction with the Chief Operating Officer in conjunction with the planning and evaluation organizations (see above) made the decision to utilize these performance-based funds to support the 2013 - 2018 Strategic Plan across the relevant budget categories. In order to provide a more systematic representation of the strategic planning budget, a second crosswalk[61] was developed that included metrics from the 2013 - 2018 Strategic Plan, Performance Based Funding, Preeminence, and AAU metrics. Following this exercise, a budget[62] for specific objectives in the 2013 - 2018 Strategic Plan was developed. Progress will be reported annually by the Office of Institutional Effectiveness, Academic Planning and Review and the Office of Decision Support as the budget impact is measured using the metrics from the performance matrix.

Linking Institutional Planning to the Planning at the College and Unit Level

The beginning of this narrative presents the structure of planning at USF across all three planning levels. The following section, while also reflected in *Comprehensive Standards 3.3.1.1-5 (Institutional Effectiveness)*, provides a description of the links between the USF Strategic Plan 2013-18 (Level One, Institutional Level plan) and plans developed by the colleges and academic departments therein (Levels Two, College Level, and Three, Unit Level plans).

Level Two: The Colleges

While the University's long-range strategic plan is updated every five years, college-level planning and evaluation is monitored annually along with the units within each college. Non-academic units must also submit annual goals and performance measures (see Level Three Planning: Non-Academic Units below). All college, academic, and non-academic unit goals must support the goals of the university-wide Strategic Plan.

The Annual College and Unit Reviews are comprised of a Portfolio section containing a standard data set (e.g., College Reviews, College of Arts and Sciences[63]), which details college-level productivity for each year including expenditures, and an Annual Report section in which the college Deans make connections between data and the Long Range Strategic Plan (see the highlighted portions of the Annual Report of the College of Behavioral and Community Sciences, 2012-13[64]). Each year every academic department chair and dean develops these annual reviews of the college. Each chair submits a unit-level plan (see Level Three Planning below) to the dean of the college, who develops a college-level report that includes each academic departmental report and a college-level report developed by the Deans by "rolling up" the departmental plans and adding college-level administrative units. The Provost and Executive Vice President, Associate Vice President of Resource Management and Analysis, and Assistant Vice President for the Office of Decision Support meet individually with each dean to review the goals and relevant data in order to discuss targets and budgets for the coming year. The Provost and Executive Vice President meets annually with each Dean to review the data (Annual Col. & Unit Rev. Sched., 2014[65]). At these meetings, the Provost and Executive Vice President and Associate Vice President for Resource Management and Analysis discuss budget usage of the prior year and plans for the next year.

Level Three: Academic Departmental Planning

As part of the Annual Review process, academic units provide an annual report in standard format, which in turn supports the college-level plans (Annual Rpt. Student Success, 2013[66] and Annual Rpt., SSCE&GE, 2013[67]). The Annual College and Unit Review process includes information on USF's distance education courses/programs, which are extensions of the colleges' credit-bearing courses/programs. Similarly, Innovative Education, the central administrative unit responsible for providing non-curricular support to USF's distance education programs, participates in this annual review process (Shared Success: Innovative Education, PPT presentation[68]). By planning from the strategic plan downward through the colleges and units, all three levels of planning are aligned and focused in a coordinated effort to monitor the progress of the institution as it looks to its future.

These unit-level reviews[69] (e.g., College of Business Review, 2013[70]) are comprehensive reviews of performance metrics in four "programmatic" areas (for a discussion of learning outcomes see below): (a) student-level data, (b) faculty-level data, (c) course-level data, and (d) budget data. At the beginning of each academic year, the Provost and Executive Vice President, Associate Vice President for Resource Management and Analysis, and Deans conduct budget reviews to examine unit- and college-level performance for the previous year and set targets and budgets for the upcoming academic year. The planning-evaluation-budget cycle comes to fruition at this review. Audit reports for student learning outcomes assessment are included in the unit-level reviews and are described in detail in *Comprehensive Standard 3.3.1.1 (Institutional Effectiveness)*. Data related to both programmatic goals and effectiveness in setting and meeting student learning outcomes are considered as part of the three-pronged process**.** Institutional goals and student learning outcomes work in tandem toward increasing productivity and student success. We turn more specifically to Student Learning Outcomes in the next section.

Level Three: Student Learning Outcomes and Performance Plans for Non-Academic Units

Comprehensive Standards 3.3.1.1-5 (Institutional Effectiveness) provides a thorough overview of the processes supporting student learning outcomes at USF Tampa. However, it is important to note here that the System of Assessment Management (SAM) (access to which is available in its entirety upon request) completes Level Three, unit-level planning, at the University. Every unit, academic and non-academic, must update goals, outcomes and objectives, performance indicators, targets, results, and use of results. This flows from the outcomes assessment policy (USF Policy 10-060[71]) and connects college-level planning to the unit level and includes administrative units in the System for Assessment Management (SAM)[72].

The planning-evaluation cycle at both the institutional and unit levels has been established to create an environment that enables the University to improve continuously and to achieve its mission more effectively. One of the key components of that mission is the delivery of degree programs of increasing quality to the University's students.

Level Three: Student Learning Outcomes and Continuous Improvement in Academic Units

The monitoring of Level Three planning for purposes of continuous improvement is accomplished in three distinct, though overlapping, methods at USF Tampa. These include the following:

1. Unit Level Reviews: These reviews are focused on institutional and programmatic goals that link unit metrics to the college level (Level Two goals), which in turn link to the metrics of the long-range strategic plan.

2. Student Learning Outcomes (SLOs): SLO plans focus on learning outcomes that are audited annually for quality and continuous improvement (see *Comprehensive Standard 3.3.1.1 (Institutional Effectiveness)*) and link outcomes metrics to college-level learning

outcomes and the goals of the long-range strategic plan. The System of Assessment Management (SAM) also includes administrative unit plans, which link these units to college-level administrative plans and in turn to the long-range strategic plan.

3. Program Review: Both 1 & 2 above are incorporated into academic program reviews, which are mandated for all academic programs in seven-year cycles by Florida BOG regulation (BOG Reg. 8.015[1][b] & [2][a][b[16]]).

Unit-Level Reviews

Unit-level reviews are included as part of the annual planning, evaluation, and budget process. A description of their place in this process follows.

Continuous Improvement in an Era of Change

The USF 2013 - 2018 Strategic Plan builds on the success of previous plans and advances the institution as a global, research university. The plan is framed around student success, high-impact research and innovation, and partnership for economic growth, while balancing access, affordability, accountability, and quality. The vision is to meet all standards for AAU eligibility--a status that will greatly enhance USF's reputation in the international academic environment; provide further educational and employment opportunities for students; increase faculty and staff prospects; and foster local, national, and international relationships.

Achieving the goals and vision of the plan will require strategic investment and predictable funding. However, given the dramatic shift in public higher-education funding in Florida (from high appropriation/low tuition to diminishing appropriation/sharply increasing tuition), investment and funding have become unpredictable. To move forward, USF leaders and planners made the following assumptions: (a) state appropriations would either decline or, at best, remain stable; (b) USF would have authority to increase tuition rates to meet investments; (c) state legislation would be amended to allow pledging of tuition to support capital needs; (d) the USF Foundation would meet its goals for increased giving; (e) USF's direct support organization and auxiliary operations would generate incremental margins for reinvestment; and (f) USF would achieve savings through budget re-engineering.

USF expects to remain in a high-risk budget environment for the foreseeable future. There persists considerable economic uncertainty regarding support for higher education at both federal and state levels. This uncertainty threatens the future of Pell Grants, federal research, and nationally prestigious awards. Higher-education policy changes in Washington, D.C., and/or Tallahassee could bring changes to Florida's generous college and university scholarship program, Bright Futures[73], and to capital improvement/deferred maintenance funding. Meanwhile, the landscape of higher education in Florida is changing. State colleges, private institutions, and for-profit higher-education providers are now competing with USF for students. Furthermore, global events could significantly impact the number of international students enrolling at USF and/or USF students participating in education abroad. However, the mission and vision of USF are based on an optimistic outlook. USF assumes that careful strategic

planning will see the institution through harsh budget times, after which it will emerge leaner, but stronger.

2.6 The institution is in operation and has students enrolled in degree programs. (Continuous Operation)

Compliance Status: Compliant

Founded in 1956, the University of South Florida (USF) was the first independent state university conceived, planned and built in the 20th century. The first class entered in 1960 and consisted of almost 2,000 students (History of USF[1]). In Fall 2013, the University enrolled 41,344 students, of whom 30,425 were undergraduates (USF System Fact Book 2013-2014[2]). These students were distributed across 14 colleges[3] and 272 degree programs[4] (95 baccalaureate, 127 masters, 2 specialist, 45 doctoral, and 3 professional).

A multi-year history of USF student enrollment by academic department,[5] state funding by source (USF Accountability Report[6]), and USF expenditures[7] provides clear evidence of continuous operation.

2.7.1 The institution offers one or more degree programs based on at least 60 semester credit hours or the equivalent at the associate level; at least 120 semester credit hours or the equivalent at the baccalaureate level; or at least 30 semester credit hours or the equivalent at the post-baccalaureate, graduate, or professional level. If an institution uses a unit other than semester credit hours, it provides an explanation for the equivalency. The institution also provides a justification for all degrees that include fewer than the required number of semester credit hours or its equivalent unit. (Program Length)

Compliance Status: Compliant

All University of South Florida (USF) degree programs meet the SACSCOC requirement for the minimum number of semester credit hours while also meeting the limits on program length stipulated by Florida Statute 1007.25(8)[1]. The University follows a standard credit hour and semester system, as described in *Comprehensive Standard 3.4.6 (Practice for Awarding Credit)* and *Federal Requirement 4.9 (Definition of Credit Hours)*. Additional information regarding credit hours for degrees is provided in *Federal Requirement 4.4 (Program Length)*.

USF's New Academic Degree Program Authorization Procedures[2] ensure the monitoring of program length, in terms of the number of total semester hours required. Guidelines for establishing new degree programs include justifying program length in adherence to the requirements set forth by the Florida Board of Governors (BOG) Regulation 8.011 (3)(a) and (6)(c)[3]. *Comprehensive Standard 3.4.1 (Academic Program Approval)* explains USF's new-program approval process in greater detail. In addition, BOG Regulation 8.015 (1)(b)[4] requires the cyclic review of all academic degree programs in state universities at least every seven years.

Existing programs that wish to change the number of required credit hours must have that change approved by the faculty at the department and college levels to ensure that the program length is appropriate. University-wide approval of these changes includes review by the University Undergraduate Council[5] (Undergrad. Cncl. Mtg. Agenda, 10.22.12[6]) or Graduate Council[7] (Grad. Cncl. Mtg. Agenda, 01.13.14[8]) with the Provost and Executive Vice President or designee providing final approval for implementation.

Associate Degree

Florida Statute 1007.25(7)[9] states, "An associate in arts degree shall require no more than 60 semester hours of college credit and include 36 semester hours of general education coursework." While USF does not specifically offer the Associate in Arts degree, an associate in arts certificate is awarded at the request of a student as provided in Florida Statute 1007.25(10)[10].

USF Regulation 3.019[11] governs the requirements for receiving the Associate in Arts certificate from USF, which the Undergraduate Catalog details (Acad. Pol. & Proc., AA[12]). As stated in the requirements, students must complete 60 semester hours of university credit; at least 20 of the last 30 semester hours counted toward the certificate must be completed in residence at USF.

Baccalaureate Degrees

The 2013 Florida Statute 1007.25(8)[1] states, "A baccalaureate degree program shall require no more than 120 semester hours of college credit and include 36 semester hours of general education coursework, unless prior approval has been granted by the Board of Governors for baccalaureate degree programs offered by state universities and by the State Board of Education for baccalaureate degree programs offered by Florida College System institutions."

Florida BOG Regulation 6.017(1)(b)[13] and USF Regulation 3.007[14] establish minimum requirements for graduation, which the Undergraduate Catalog details (Acad. Pol. & Proc., BA[15]). Consistent with these mandates, completion of a USF baccalaureate degree requires the following:

- a minimum of 120 unduplicated semester credit hours (including courses specifically approved as repeatable for credit within the SUS, e.g., practica, ensembles, and field experiences) with an overall 2.00 GPA, including a 2.00 GPA in all coursework attempted at the USF SUS Institution from which the degree is conferred;
- if applicable, a transfer student GPA of 2.0 or higher when combined with all work attempted at other institutions;
- the writing and computation course requirements of Florida Administrative Code 6A - 10.030[16];
- a minimum of 48 semester hours of upper-level work (courses numbered 3000 and above);
- successful completion of 25% of the total hours required for the degree in courses within the USF SUS;

- complete Liberal Arts requirements;
- complete residency requirement;
- complete program requirements as determined by the college; and
- recommendation for graduation by the dean of the appropriate college.

USF offers baccalaureate degrees in 95 programs. The Hours to Degree for Bachelors Programs Report[17] from the Florida BOG's Academic Program Inventory website[18] states that all baccalaureate degrees require between 120 and 134 semester credit hours. The Florida BOG has granted nine USF degree programs to exceed the 120 credit-hour limit. These programs include the following:

- Early Childhood Education and Teaching - 123
- Mass Communication/Media Studies - 124
- Computer Engineering - 128
- Electrical and Electronics Engineering - 128
- Mechanical Engineering - 128
- Industrial Engineering - 128
- Chemical Engineering - 131
- Civil Engineering - 131
- Music Teacher Education - 134

Second Baccalaureate Degree Programs

To receive a second baccalaureate degree, a USF student must meet University graduation requirements for both degrees. In addition to the minimum 120 semester hours that apply toward the first degree, the student must also earn at least a minimum of 30 semester hours in USF undergraduate courses that will apply toward the second degree (Acad. Pol. & Proc., Second BA, p. 60[19]).

Graduate and Professional Degrees

USF offers 127 master's programs, 2 education specialist programs, 45 doctoral programs, and 3 professional degree programs through the degree-granting colleges: Arts and Sciences, Behavioral and Community Sciences, Business, Education, Engineering, Global Sustainability, Marine Science, Medicine, Nursing, Pharmacy, Public Health, and the Arts.

Master's Degree Programs

All master's degree programs at USF require a minimum of 30 semester credit hours,16 of which must be at the 6000 level. The USF Graduate Catalog details specific degree requirements[20]. The Office of Graduate Studies (OGS) maintains a complete list of master's degrees and the total hours[21] required for completion.

Specialist's Degree Programs

USF offers two Specialist in Education (Ed.S.) degree programs with majors in Curriculum and Instruction and Educational Leadership. As stated in the Graduate Catalog[22], each of these degrees requires a minimum of 36 credit hours.

Doctoral Degree Programs

Because the doctoral degree is earned on the basis of advancement to doctoral candidacy status and satisfactory completion of the dissertation, the OGS does not specify a minimum number of courses or credit hours that students must complete for degree conferral as detailed in the Graduate Catalog[23]. However, programs with formally approved concentrations must have core major requirements that all students must successfully complete. Students must comply with general and institutional enrollment requirements. Students may complete up to six hours of 4000-level courses as part of a planned degree program. The OGS maintains a complete list of doctoral degrees and the total hours required[24] for completion.

Professional Degree Programs

USF offers three professional degrees: Medical Doctor, Pharmacy, and Physical Therapy. The degree requirements for these programs are available on the individual websites (Medicine[25], Pharmacy[26], Physical Therapy[27]).

Accelerated Graduate Degree Programs

USF offers a small number of internal accelerated degree programs[28] in which there is an organic relationship between the subject areas of the undergraduate major and the graduate coursework used to complete the undergraduate degree. Admission to these programs is determined on a case-by-case basis as enrollees must demonstrate academic achievements substantially above the requirements to remain in good academic standing as an undergraduate student. As a result, the vast majority of the programs have very limited enrollments. In most cases, students are admitted to the programs as either rising juniors or during their junior years where they have demonstrated outstanding academic abilities in their specific programs of study. It should also be noted that in all of USF's accelerated programs, graduate coursework is being shared between the graduate degree and the Bachelor's degree; no undergraduate courses are being used to fulfill the requirements of the graduate degree.

2.7.2 The institution offers degree programs that embody a coherent course of study that is compatible with its stated mission and is based upon fields of study appropriate to higher education. (Program Content)

Compliance Status: Compliant

The University of South Florida (USF) offers undergraduate[1] and graduate[2] degree programs at the bachelor's, master's, and doctoral levels, as well as specialized postgraduate training consistent with its mission. Florida statutes, Florida State University System (SUS)

requirements, the USF new program approval process, and program reviews ensure that these programs, regardless of mode of delivery, consistently align with the institutional mission, embody a coherent course of study, and are based on fields of study appropriate to higher education. Additional information on program content is provided in *Federal Requirement 4.2 (Program Curriculum).*

Program Coherence

Consonant with the BOG Regulation 8.011(2)[3], which requires all new degree programs to "describe a sequenced course of study with expected student learning outcomes," USF has developed USF Policy 10-036[4], "Authorization of New Degree Programs," and formal guidelines[5] for the development and approval of new degree programs. These instruments are designed to ensure that all programs meet a set of criteria for producing coherent academic programs.

At the undergraduate level at USF, program coherence begins with a carefully designed general education program, the Foundations of Knowledge and Learning Core Curriculum[6] (FKL). The FKL program is designed to provide students with a diversity of ideas, concepts, and ways of knowing and acquiring new knowledge. It emphasizes inquiry as the means of developing complex intellectual skills that enables students to become critical thinkers, concerned citizens, and successful professionals. In accordance with the mandate in Florida Statute 1007.25(3) and (8)[7], students take 36 semester hours in general education courses in the subject areas of communication, mathematics, social sciences, humanities, and natural sciences, further articulated to meet the goals of USF's FKL program. To meet the upper-level FKL requirements, students take a Writing Intensive Capstone course and a Capstone Experience course. Details of the FKL program are available in *Core Requirement 2.7.3 (General Education*).

Undergraduate programs build on this foundation (e.g., College of Public Health[8]). Each degree program lays out a sequence of courses designed to develop core knowledge and skills leading to understanding and mastery in respective areas. At lower levels, students develop content knowledge and skills; at higher levels, these ideas and abilities are continued and expanded, and students also develop critical thinking skills and capacities. Similarly, building on the undergraduate foundation, each graduate degree program lays out a sequence of courses designed to lead to mastery of the literature of the discipline and to provide training in research methods and/or practice and training, leading to an original work of research and/or a substantive project in practice and training (e.g. College of Global Sustainability[9]).

At the state level, Florida Administrative Code 6A-10.024[10] further establishes program coherence: "Articulation between and among Universities, Community Colleges, and School Districts." This rule is designed to facilitate articulation and seamless integration of the education system and provide a framework within which students receive a coherent program of high quality if they transfer between institutions.

Compatibility with Mission

USF's mission[11] is "to deliver competitive undergraduate, graduate, and professional programs, to generate knowledge, foster intellectual development, and ensure student success

in a global environment." USF fulfills this mission by offering a wide array of academic programs in disciplines ranging from the traditional arts and sciences to professional fields at baccalaureate, master's, and doctoral levels, as well as specialized postgraduate training. Board of Governors (BOG) Regulation 8.011(3)(a)(1)[12], "Authorization of New Academic Degree Programs and Other Curricular Offerings," requires that new programs be *"consistent with the State University System Strategic Plan, and the University Mission, University Strategic Plan, and University Work Plan."* This requirement is implemented through the BOG's Request to Offer a New Degree Program form[13], which asks applicants to "describe how the goals of the proposed program relate to the institutional mission statement as contained in the SUS Strategic Plan and the University Strategic Plan" (e.g., New Academic Program Proposal, BS Behav. Health[14]).

As part of the program approval process, each academic program at USF is assigned a Classification of Instructional Programs[15] (CIP) code from the U.S. Department of Education's National Center for Education Statistics' system by the Florida BOG (Academic Prog. Inventory, BOG[16]). This process ensures that all of USF's degree programs are in fields acknowledged as appropriate to higher education. In addition, all academic programs are required to conduct a rigorous program review on a cyclical schedule set by the BOG. This review process, described below, helps ensure that all USF degree programs are appropriate to higher education.

Appropriate to Higher Education: Program Approval, Review, and Assessment

USF's procedures for academic program approval, review, and assessment are additional assurances of the appropriateness of degree requirements, the coherence of program offerings, and the quality of program content at USF. Appropriately qualified and credentialed faculty members review new and existing programs through several mechanisms, described in detail in *Comprehensive Standard 3.4.1 (Academic Program Approval)* and *Comprehensive Standards 3.4.10* (*Responsibility for Curriculum*).

USF's New Academic Degree Program Authorization Guidelines[5] provide rules for USF's rigorous process for reviewing proposed programs. These guidelines require that representatives of faculty consider pertinence to coherence, compatibility with institutional mission, and appropriateness for higher education. The USF BOT Academic and Campus Environment Workgroup reviews each proposal for a new program for completion of all of these steps (Acad. Campus Evrmt. Wkgrp. Mtg. Mins., Mar. 7, 2013[17]) before it is authorized by the BOT (BOT Mtg. Agenda, Mar. 21, 2013[18]) for inclusion in the annual work plan submitted to the Florida SUS BOG for review and approval.

As required by BOG Regulation 8.015(1)(b)[19], "Academic Program Review 2007-2014," and USF Policy 10-062[20], "Academic Program Review and Specialized Accreditations," and as specified in USF's Procedures for Academic Program Review[21], all degree programs are reviewed at least once every seven years (Prog. Rev. Sched. 2013-14[22]).

BOG Regulation 8.016(1)(b)(1)(a)[23] and USF Policy 10-060[24] establish program assessment requirements for all academic programs. USF's Office of Institutional Effectiveness provides leadership and guidance for the assessment process and maintains the System for Assessment Management website that houses assessment reports from each academic

program. *Comprehensive Standard 3.3.1.1 (Institutional Effectiveness)* provides details of the assessment process.

2.7.3 In each undergraduate degree program, the institution requires the successful completion of a general education component at the collegiate level that (1) is a substantial component of each undergraduate degree, (2) ensures breadth of knowledge, and (3) is based on a coherent rationale. For degree completion in associate programs, the component constitutes a minimum of 15 semester hours or the equivalent; for baccalaureate programs, a minimum of 30 semester hours or the equivalent. These credit hours are to be drawn from and include at least one course from each of the following areas: humanities/fine arts, social/behavioral sciences, and natural science/ mathematics. The courses do not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession. If an institution uses a unit other than semester credit hours, it provides an explanation for the equivalency. The institution also provides a justification if it allows for fewer than the required number of semester credit hours or its equivalent unit of general education courses. (General Education)

Compliance Status: Compliant

The General Education Requirement

The approved faculty document describing the general education program, the General Education Council's Foundations of Knowledge and Learning (FKL) Core Curriculum[1], outlines the goals and purposes of the general education curriculum as well as its distinctive dimensions. The development of the FKL program was the University of South Florida's (USF) QEP in the 2005 reaffirmation. Florida Statute 1007.25(3)[2] and Board of Governors (BOG) Regulation 6.017(1)(a)[3] mandate that all universities in the State University System (SUS) of Florida require a 36 credit-hour general education program with course offerings in five areas: communication, mathematics, social sciences, humanities, and natural sciences. Additional information on the undergraduate program requirements is provided in *Comprehensive Standard 3.5.3 (Undergraduate Program Requirements)*.

USF's FKL program goes beyond the mandated requirements. All USF students are required to complete a total of 42 semester hours to satisfy the complete FKL Core Curriculum for a baccalaureate degree. This requirement includes 36 semester credit hours of General Education (Gen Ed) requirements and 6 semester credit hours of Capstone Learning Experience requirements. As detailed in *Core Requirement 2.7.1 (Program Length)*, baccalaureate programs at USF require 120 hours (nine programs have been approved for additional hours). The 42 semester hour FKL requirement makes up 35% of the total hours. Thus, the FKL Core Curriculum is a substantial component of each undergraduate degree. Additional information on the undergraduate curriculum is provided in *Federal Requirement 4.2 (Program Curriculum)*.

Breadth of Knowledge

The FKL Core Curriculum is designed to ensure breadth of knowledge and intellectual inquiry with student learning outcomes (FKL Core Curric., Lrng. Outcomes[4]) consistent with the University's mission and vision (USF Strat. Plan, 2013-18, Mission, Vision, Values[5]). A central feature of the program is to engage students with a diversity of ideas, concepts, and ways of acquiring knowledge. A set of 14 Dimensions or areas of emphasis[6] characterizes the program and includes intellectual strategies, approaches to knowledge and processes of acquiring knowledge, perspectives and their contexts, and the basic academic competencies required of all baccalaureate degrees.

As described in the FKL document, "The Foundations of Knowledge and Learning Core Curriculum,[7]" emphasizes inquiry as the means of developing complex intellectual skills that enable students to become critical thinkers, concerned citizens, successful professionals, and reflective people who throughout their lives are aware of, understand, and engage with the complexities and challenges that our global realities require. The program is designed to produce graduates who will:

- understand symbolic, expressive, and interpretive communication systems in all of their complexities;
- confront with an inquiring mind the natural, social, technical, and human world, and their interrelationships;
- understand theories and methodologies for producing knowledge and evaluating information;
- interpret and understand human diversity in a global context; and,
- discover and pursue a meaningful life, as well as being a responsible steward of the human and physical environment (FKL Core Curric., General Education & Exit Course Objectives, p. 2[8]).

The depth of the General Education requirements is accomplished by ensuring that all courses encourage the development of learning skills and content appropriate to the student's field of study. The content of courses included are such that students are given the opportunity to acquire a basic and integrative understanding of the knowledge that pertains to the subject matter under consideration and to further inquire on how this knowledge relates to broader, more complex concepts as a whole.

BOG Regulation 6.017(1)(a)(2)[9] also mandates that the 6 credit hours in mathematics be at the level of college algebra or higher, and that students complete not only 6 credit hours of English coursework, but also 6 credit hours of additional coursework in which the student is required to demonstrate college-level writing skills through multiple assignments (known as the Gordon Rule[10]). The 6 credit hours required in the FKL Mathematics and Quantitative Reasoning category fulfill the Gordon Rule mathematics requirement. The Gordon Rule writing requirement is fulfilled with the 6 credit hours required in the Written Communication category and 6 credit hours in other courses that USF has certified as writing intensive.

Students who have fulfilled all General Education requirements from any Florida public community college, state college, or university are considered to have met all USF's FKL Gen Ed Requirements. These students are required to complete the 6 hours of the Capstone Learning Experience (CLEX)[11]. Transfer students who matriculate without having met all General Education requirements must meet FKL requirements.

Coherent Rationale

As described in the USF Undergraduate Catalog, the "Foundations of Knowledge and Learning Core (FKL) Curriculum at the University of South Florida emphasizes inquiry as the means of developing complex intellectual skills that enable students to become critical thinkers, concerned citizens, successful professionals, and reflective people who throughout their lives are aware of, understand, and engage with the complexities and challenges that our global realities require." (FKL Core Curric., Description, p. 1[12])

The FKL's philosophical underpinnings rest on a statement developed by the General Education Council (FKL Core Curric., Philos. Statement[13]). As stated above, the program is organized around 14 Dimensions that are incorporated into courses certified by the faculty as meeting the Gen Ed requirements. The Dimensions are (1) Critical Thinking, (2) Inquiry, (3) Scientific Processes, (4) Creative and Interpretive Processes and Experiences, (5) Global Context, (6) Human Historical Context and Process, (7) Environmental Perspectives, (8) Human and Cultural Diversity, (9) Ethical Perspectives, (10) Interrelationships among Disciplines, (11) Written Language Skills, (12) Oral Language Skills, (13) Information Literacy, and (14) Quantitative Literacy. Two of the Dimensions, Critical Thinking and Inquiry are emphasized as components in every FKL course. A minimum of four Dimensions are incorporated in each of the approved courses for the Gen Ed core curriculum.

The General Education Improvement Committee created a detailed description of the FKL program (FKL Core Curric., Detailed Program Descr.[7]) including the rationale and design, which the Undergraduate Council then approved during the implementation process.

FKL Curriculum

The Gen Ed requirements (36 hours total) are distributed through six Core Areas of Knowledge and Inquiry as follows:

Core Area	Semester Hours
English Composition	6
Fine Arts	3
Humanities	6
Human & Cultural Diversity in a global Context	3
Mathematics & Quantitative Reasoning	6
Natural Sciences	6
Social & Behavioral Sciences	6

Note: *In fulfilling the FKL Core Curriculum's 36 hours of required coursework, 6 credit hours must be completed that include the dimension of Human Historical Context and Process (HHCP).*

Descriptions for each Core Area and Dimension of the FKL curriculum are used as criteria for the approval of courses for each area. These descriptions are available in the Undergraduate Catalog[14], on the Undergraduate Studies[15] website and in the General Education Council[1] webpages.

FKL Core Curriculum requirements are communicated to students throughout the Undergraduate Studies website using the FKL Core Curriculum General Education requirements[16] pages. Students can select general education courses by area[17] to satisfy the specific FKL requirements using USF's Course Inventory website[18]. When a student selects a specific core area on the site (e.g., Humanities/Fine Arts), the student will see a list of the courses that satisfy this requirement. Using this system assures that students satisfy all requirements of the FKL Core Curriculum including completing at least one course each in Humanities/Fine Arts; Social/Behavioral Sciences; and Natural Science/Mathematics. USF students can search for FKL requirements on OASIS[19].

USF faculty members also work closely with counterparts at the University's feeder state and community colleges to assist them in incorporating the skills and dimensions of the FKL Core Curriculum into their Gen Ed programs.

Focus of the FKL Curriculum

The FKL Core Curriculum is based on the expectation that a student's general education will continue throughout the college years and not be limited to a relatively small number of required courses in the first two years of college or focused on developing skills for a specific occupation or profession.

The Capstone Learning Experience (CLEX)[11] provides students with an opportunity during their junior and senior years at USF to integrate their discipline-specific knowledge within the context of their general education. Courses that satisfy the CLEX requirements must incorporate at least three of the FKL dimensions as appropriate. The CLEX can be either within the college-level program or the department-level major and may be restricted to majors or open to both majors and non-majors. The CLEX must emphasize critical thinking, inquiry, and at least one of the other dimensions of the FKL Core Curriculum. This approach allows students to employ skills and knowledge learned within the major in ways that lead students to reflect on specific issues and problems beyond the discipline.

The degree audit maintained for each student in DegreeWorks[20] includes each specific core area, the HHCP dimension, and the CLEX courses with lists of courses that meet each requirement. These courses are integrated with the requirements of the major, with the Gen Ed and prerequisite courses typically being met in the first two years, and with the bulk of the major and capstone courses completed in the last two years toward degree completion. In this way, the institution ensures that all students follow the pathway for the selection of Gen Ed courses and capstone courses as required by the FKL core curriculum.

Program Oversight and Course Approval

The General Education Council[21] was responsible for developing and implementing the FKL Core Curriculum and continues to oversee its operation and assessment. A well-defined process is in place for approving courses that become part of the FKL Core Curriculum. The new course review and approval process follows one of two paths. For courses new to the University, an academic department must submit a new course proposal to the appropriate college curriculum committee (or, in the case of the College of Arts and Sciences, first the appropriate school curriculum committee and then the college curriculum committee) for review and approval. Following approval by the curriculum committee(s), the proposal moves to the General Education Council for final review and approval as a General Education offering. For courses already offered at the University, the unit submits the proposal directly to the General Education Council for review and approval.

The Gen Ed course proposal form[22] requests information on expected enrollment, instructors, delivery method, course topics, course objectives, student learning outcomes, course readings and assignments, and the core area to which the course should be assigned (e.g., Social and Behavioral Sciences, Fine Arts, etc.). A syllabus and an FKL Dimensions Document[23] must accompany the proposal. The Dimensions Document requires a detailed explanation of how the course addresses the goals of the Gen Ed curriculum. Once a course has been approved by the Gen Ed Council, the council submits the course information to the Florida Statewide Course Numbering System (SCNS) for review and inclusion in the SCNS.

A course is approved as a General Education offering for a period of five years, after which it must be recertified by the General Education Council. The recertification process (e.g., FKL, Recert. Proposal[24]) is similar to the new course proposal process, requesting enrollment data; numbers and types of instructors; changes to course topics, objectives, learning outcomes, and/or delivery method; and detailed information on how the course continues to meet the goals of the Gen Ed curriculum. All proposals are submitted online.

As additional program oversight, the Florida Board of Governors (BOG) requires outcomes assessment for all academic programs at the undergraduate level, including general education. BOG Regulation 8.016[25] and USF Policy 10-060[26] mandate the creation of Academic Learning Compacts (ALCs) for all undergraduate academic programs (regardless of mode of delivery) and requires each program to:

- outline expected student learning outcomes in the areas of content/discipline-specific knowledge and skills, communication skills, and critical thinking skills;
- develop methods for assessing student achievement of the defined outcomes;
- assess student achievement of the outcomes; and
- use the evaluation results to improve student learning and program effectiveness.

BOG Regulation 8.016, (2)(c)[27] further mandates that the "articulation and assessment of expected core student learning outcomes, as well as program evaluation and improvement, shall occur on a continuous basis." FKL assessment is led by the General Education Council with assessment results reviewed on an annual basis. Additional information on assessment of the General Education Program is available in *Comprehensive Standard 3.3.1.1 (Institutional Effectiveness Educational Programs)* and *Comprehensive Standard 3.5.1 (College-level Competencies).*

2.7.4 The institution provides instruction for all course work required for at least one degree program at each level at which it awards degrees. If the institution does not provide instruction for all such course work and (1) makes arrangements for some instruction to be provided by other accredited institutions or entities through contracts or consortia or (2) uses some other alternative approach to meeting this requirement, the alternative approach must be approved by the Commission on Colleges. In both cases, the institution demonstrates that it controls all aspects of its educational program. (Course work for Degrees)

Compliance Status: Compliant

The University of South Florida (USF) offers the courses required to satisfy degree requirements for not just one, but all, of its degree programs at the baccalaureate, master's, specialist, doctoral, and professional levels.

The Undergraduate Catalog[1], Graduate Catalog[2], and College of Medicine Curriculum[3] provide a full listing of course offerings. Below are examples of specific degree offerings for programs at each level.

Undergraduate Education

USF offers 95 undergraduate majors. The Undergraduate Catalog details the required courses for each major program by college: Arts and Sciences[4], Behavioral and Community Sciences[5], Business[6], Education[7], Engineering[8], Medicine[9], Nursing[10], Public Health[11], and The Arts[12]. To document that USF provides instruction for all course work required to complete at least one undergraduate degree program, the College of Arts and Sciences, BA in Statistics[13] document includes a list of course requirements from the catalog as well as evidence from the OASIS class schedule that each course was taught by USF. All course work required for all undergraduate degree programs is delivered by USF.

Graduate Education

USF offers 177 degrees at the graduate level. The graduate catalog details the required courses for each major program by college: Arts and Sciences, Behavioral and Community Sciences, Business, Education, Engineering, Medicine, Nursing, Public Health, The Arts, Graduate Studies, Pharmacy, Marine Science, and Global Sustainability. An example of a program from each graduate-degree level is provided here: College of Behavioral and Community Sciences, Masters Program[14]; College of Education, Specialist Program[15]; College of Nursing, Professional Doctorate Program[16]; and College of Arts and Sciences, Research Doctorate Program[17]. To document that USF provides instruction for all course work required to complete at least one graduate degree program at each level, the following degree programs include a list of course requirements from the catalog as well as evidence from the OASIS class schedule that each course was taught by USF: MA in Applied Behavior Analysis[18], Education Specialist in Counselor Education[19], Doctor of Nursing Practice[20], and PhD in Applied Anthropology[21]. All course work required for all graduate degree programs is delivered by USF.

Associate of Arts

In addition to the above degrees, USF awards the Associate of Arts degree upon request to students who have successfully completed all requirements for this degree in accordance with Florida Statutes 1007.23[22] and 1007.25[23], the Florida Administrative Code, Sec. 6A-10.024[24], and policies delineated under Associate in Arts Degree Requirements[25] in the Undergraduate Catalog. As part of the baccalaureate USF offers all of the necessary courses to fulfill the Associate of Arts degree requirements.

2.8 The number of full-time faculty members is adequate to support the mission of the institution and to ensure the quality and integrity of each of its academic programs. (Faculty)

Compliance Status: Compliant

The University of South Florida (USF) employs and systematically deploys a sufficient number of faculty to support its mission and to ensure the quality and integrity of its academic programs.

Important Definitions

The current narrative includes the following terms:

Full-Time Faculty: USF defines "faculty" through USF Regulation 10.100(3)[1] as "Positions assigned the principal responsibility of teaching, research, or public service, or for administrative responsibility for functions directly related to the academic mission. Faculty members of the USF System comprise those persons who have been hired as faculty members, who receive financial compensation to perform services for and whose work is directed and controlled by the USF System."

Full-Time Instructional Faculty: To categorize faculty by assignment and load, USF has adopted the definitions required by the Florida State University System (SUS) for submitting information to the Common Data Set. "Full-time instructional faculty[2]" are therein defined as "faculty employed on a full-time basis for instruction (including those with released time for research)." This definition parallels that used by the American Association of University Professors (AAUP) in its annual Faculty Compensation Survey (Definition FT Instr. Fac., 2011-12, AAUP[3]).

Part-Time Instructional Faculty: USF also uses the SUS's definition of "part-time faculty" as required by the Common Data Set. "Part-time instructional faculty[4]" are therein defined as "adjuncts and other instructors being paid solely for part-time classroom instruction." This definition also includes full-time faculty teaching less than two semesters, three quarters, two trimesters, or two four-month sessions. Employees who are not considered full-time instructional faculty but who teach one or more non-clinical credit courses may be counted as part-time faculty."

Graduate Teaching Assistant: For a position to be classified as a graduate assistantship[5] and for the employee to be eligible for benefits afforded to qualifying graduate assistants (GAs), the duties performed must directly contribute to the graduate student's program of study. The GA must perform duties under the supervision of at least one faculty member and/or University employee experienced in the discipline. As a GA the employee must receive planned, periodic written evaluations. A student must meet ALL Office of Graduate Studies eligibility requirements to be hired as a GA.

Student-Faculty Ratio: The student/faculty ratio[6], using the Common Data Set definition, is defined as the ratio of full-time equivalency (FTE) students (full-time plus one-third part-time) to FTE instructional faculty (full-time plus one-third part-time). The ratio calculations exclude both faculty and students in stand-alone graduate or professional programs such as medicine, law, veterinary, dentistry, social work, business, or public health, in which faculty teach virtually only graduate-level students. This metric does not count undergraduate or graduate student teaching assistants as faculty.

Determining Faculty Need

USF uses multiple interrelated processes to determine the number and type of faculty needed to support its mission.

Strategic Planning

The USF Strategic Plan 2013-2018[7], *A Global Research University Dedicated to Student Success,* established that the mission of the University[8] is to "deliver competitive undergraduate, graduate, and professional programs, to generate knowledge, foster intellectual development, and ensure student success in a global environment." Further, Goals 1 and 2[9] of the plan focus the institution on the development of "[w]ell-educated and highly skilled global citizens through [its] continuing commitment to student success" and the production of "[h]igh-impact research and innovation to change lives, improve health, and foster sustainable development and positive societal change." The fulfillment of the mission and these goals depends on the recruitment, deployment, and retention of a highly qualified and motivated faculty.

Academic Program Approval

To ensure the adequacy of faculty resources, criteria for approving new degree programs (established by the Florida Board of Governors (BOG)) require all new program proposals to include data demonstrating that adequate faculty resources are in place (New Degree Proposal BOG Form[10]). The proposal must also include tables that show projections of estimated student FTE[11] and estimated faculty FTE[12] associated with the proposed program. Faculty and administrators review these projections for consistency with standard academic practice. The BOG applies similar criteria in the consideration and approval of new doctoral programs. In this case, the BOG's staff in consultation with outside experts in the discipline review the projections.

Sufficiency of Full-Time Faculty to Support USF's Mission

USF employs an adequate number of full-time faculty[13] to support the mission of the institution and a sufficient number of full-time instructional faculty[14] to ensure the quality and integrity of its academic programs, regardless of mode of delivery. In the Spring 2014 term, a total of 2,006 instructional faculty taught academic courses at USF. A core of 1,530 full-time instructional faculty were included in the count, supported by an additional 476 part-time and adjunct faculty.

Consistent with the University's mission, all courses are taught by faculty who meet USF credentialing standards contained in USF Policy 10-115[15]. Courses in all graduate programs are taught primarily by full-time faculty members. Members of the Graduate Faculty[16] must hold the rank of Assistant Professor or above, possess a terminal degree suitable for the program, and be actively involved in scholarly or creative activity. Students enrolled in undergraduate courses required for their academic program are also taught primarily by full-time faculty, but, at this level, appropriately credentialed graduate teaching assistants (GAs) may be given instructional assignments. The teaching assignment of such post-baccalaureate students may be part of a teaching assistantship and is an important component of graduate education, especially for students who are planning careers in higher education. USF strives to balance its responsibilities to prepare graduate students for effective careers in higher education with its responsibilities to provide undergraduate students with the highest quality of instruction.

USF Policy 10-042, [17]establishes Innovative Education[18] as the unit responsible for (a) establishing standards for the effectiveness and quality of USF's distance-education courses/programs, in consultation with the USF SACSCOC Liaison, and (b) identifying and communicating the unique roles and qualifications for online instructors[19]. The faculty members who develop and teach online courses follow the same credentialing standards and processes as faculty who teach traditional courses in a classroom setting. These faculty are credentialed faculty members or instructors whom the department has approved, who have an official transcript on file in Human Resources, and who have a CV on file in the academic departments to which they belong.

The adequacy of full-time faculty to support the mission and ensure the quality and integrity of academic programs is more specifically supported by the following:

Student Credit-Hour Production

As mandated by Florida Statute 1012.945[20] and the USF Faculty Handbook[21], full-time faculty are required to produce 12 contact hours per week. While some faculty have release time for research and/or service, full-time faculty members remain fully engaged in the teaching process. In the Fall 2013 and Spring 2014 terms, full-time faculty generated more than 67% of undergraduate and 84% of graduate student credit hours (SCH) across USF's academic programs (SCH by Academic Program, Fall 2013[22]; SCH by Academic Program, Spring 2014[23]). Although the College of Medicine MD program does not produce SCH in a matter consistent with other colleges ("units" rather than "credit hours"), full-time faculty conduct the overwhelming majority of unit productivity[24].

USF's distance-education program extends the reach of the Colleges' credit-bearing courses. In Fall 2013 and Spring 2014[25], about 9% of undergraduate and 11% of graduate courses were delivered online. The large majority of undergraduate and graduate Student Credit Hours (SCH) was taught by full-time faculty regardless of the mode of delivery (Undergraduate Fall 2013[26] & Spring 2014[27]; Graduate Fall 2013[28] & Spring 2014[29])

Off-Campus Sites

USF currently offers 50% or more of the credit hours toward a degree at two off-campus sites. The College of Business partners with Broward College and the Center for American Education at the Universidad San Ignacio de Loyola in Lima, Peru to offer an undergraduate degree in Business Administration. In Fall 2013 and Summer 2014 (no classes were offered in the spring term), 75% of the student SCH was generated by full-time USF instructors[30].

The USF College of Nursing offers a Master's degree for Nurse Anesthetists at the Center for Advanced Medical Learning and Simulation (CAMLS) in Tampa, Florida. Courses are taught by USF faculty and specifically selected adjuncts[31].

General Education Program

USF's full-time instructional faculty members are committed to the general education program and participate liberally in general education instruction. Support for the general education program is demonstrated by the 2005 QEP which focused on the transformation of the general education curriculum into an inquiry-based pedagogical system across dimensions and competencies. In Fall 2013[22] and Spring 2014[23], full-time instructional faculty generated well over 60% of the general education course SCH.

Student Faculty Ratio

USF's student-faculty ratio has declined from 27:1 in Fall 2009[32] to 24:1 in Fall 2012[33]. The improvement is the result of a concerted effort of the administration to provide increased opportunities for student-faculty interaction by increasing the number of full-time faculty. The student-faculty ratio at USF is comparable to other SUS institutions[34] of similar size and mission.

Balancing Teaching, Research, and Service

USF faculty members receive their assigned duties or responsibilities in writing at the beginning of each academic term from the department chair or other appropriate University administrator. The administrator generally divides faculty assignments among instruction, research, and service. A Workload Form (AFD-FAR Form[35]) in the Faculty Activity Information Reporting System (FAIR) is used to record faculty workload assignments at the beginning of the term and then reconcile the assignments at the conclusion of the term with the actual activities performed. This assignment and reconciliation process ensures that the faculty member's assignment includes a balance of activities appropriate to the mission and goals of the college, the department, and the University.

As part of its ongoing analysis of faculty activity, USF's Office of Decision Support (ODS) tracks the effort distribution reported by individual faculty and provides an annual review for all

colleges. This review includes an overview of the faculty effort distribution for teaching, research and service, as shown in this example from the College of Arts and Sciences[36].

Faculty loads also consider the demands of teaching distance education courses. USF Academic Affairs and USF Health Colleges establish enrollment capacities for online courses. For high-enrollment courses, colleges offer multiple sections to ensure that caps are not exceeded, or faculty members are provided with graduate assistants or teaching assistants to help manage student interaction, grading, and feedback. For example, USF Academic Affairs colleges receive funding from Innovative Education for TA support for high-enrollment distance learning courses[37].

Monitoring Sufficiency of Full-Time Faculty to Support USF Mission

USF has multiple interrelated processes in place to ensure the continued sufficiency of faculty to support the mission of the University.

Academic Program Review

Regular comprehensive program reviews give USF the opportunity to examine its academic programs, including the adequacy of faculty staffing relative to the mission of the program and the University. Each year all college deans complete a Departmental Performance Assessment based on a review of the last three years of Departmental Dashboard Indicators (e.g., Faculty Review Section of Departmental Dashboard Indicators, College of Arts and Sciences[36]). In addition, as required by BOG Regulation 8.015[38], USF conducts a complete Academic Program Review[39] for every degree program on a seven-year cycle. The review self-study report must include a section that addresses the program faculty[40]. At a minimum, the following must be included: number of full-time faculty, student-faculty ratios, cost per FTE faculty, and faculty SCH production. These reviews provide yet another validation of the quality and integrity of the academic programs.

Annual Budget Review

Faculty allocation is examined annually as part of USF's budget-review process. As part of the annual college review, the Office of the Provost and Executive Vice President examines key indicators of program productivity including faculty allocation and productivity. Teaching productivity of each faculty member is monitored in order to track opportunities for students to interact with full-time faculty (e.g., Undergrad. SCH by Faculty, 2012-13, Col. ENG[41]). The purpose of tracking productivity in this way is to ensure that faculty of all ranks provide instruction to students and to monitor cost fluctuations as faculty productivity varies. Through such detailed analyses of faculty productivity and activity, the relationship between SCH production, cost, and level of education by college may be monitored and adjusted as appropriate to the mission of the institution.

Requests from deans to recruit and hire new faculty are also included in the annual review. Examples of hiring requests for the College of Business[42] and College of the Arts[43] are provided as support for the implementation of this process.

Discipline Specific Accreditation

Discipline-specific accrediting bodies[44] accredit many programs at USF and these bodies monitor faculty allocation for the programs under review. Examples of these accreditation standards include Criterion 6: Faculty of ABET[45] accreditation for engineering programs, NCATE Accreditation Standard 6(c): Unit Personnel[46] of NCATE accreditation for the College of Education, AACSB Accreditation Standard 5: Faculty[47] of AACSB accreditation for the College of Business, and NASM Accreditation Standard (E)(2)(a): Faculty and Staff[48] of NASM accreditation for the School of Music in the College of the Arts. These requirements further assist the USF administration in evaluating appropriate faculty allocation and resource distribution.

Additional information on USF faculty is provided in *Comprehensive Standard 3.7.1 (Faculty Competence)*.

2.9 The institution, through ownership or formal arrangements or agreements, provides and supports student and faculty access and user privileges to adequate library collections and services and to other learning/information resources consistent with the degrees offered. Collections, resources, and services are sufficient to support all its educational, research, and public service programs. (Learning Resources and Services)

Compliance Status: Compliant

The University of South Florida's library collections, services, and other learning/information resources are appropriate to the degrees offered at the institution and are sufficient to support the institution's educational, research, and public service programs.

The narrative of this core requirement concentrates on student and faculty access to and adequacy of library services, collections, and other learning resources to support the academic mission of the University. Information technology resources such as computing facilities, networks, classroom technology, and other technology support services are covered in *Comprehensive Standard 3.4.12 (Technology Use)*. Access to computer labs and technology equipment inside the library building is covered in *Comprehensive Standard 3.8.1 (Learning/Information Resources)*.

USF Libraries

USF Libraries serve as the nexus for teaching, learning, and research for faculty and students at the University of South Florida (USF). The mission of USF Libraries states, "The USF Libraries provide resources, services and collections to advance the University of South Florida's teaching, learning, and research mission. The USF Libraries are dedicated to student academic success, innovative and creative delivery of collections and services, and strategic partnerships and engagement." The Libraries' Strategic goals[1] directly support USF's Strategic Plan 2013-18.

USF Libraries is comprised of two facilities on the Tampa campus: the Tampa Library, serving as the main campus library, and the specialized library of the Florida Mental Health Institute (FMHI). In addition, the Hinks and Elaine Shimberg Health Sciences Library (SHSL) is located on the west end of campus and reports directly to the USF Health Associate Vice President of Faculty and Academic Affairs. Its primary patrons are affiliated with the USF Health community: the Colleges of Medicine, Nursing, Pharmacy, and Public Health; the School of Biomedical Sciences; and the School of Physical Therapy and Rehabilitative Sciences.

Administration and Coordination

USF Libraries is administrated under the leadership of the Dean of USF Libraries, William Garrison (Office of the Dean, USF Libraries[2]). The management of collections, services, resources, and facilities of the Libraries is achieved through three library departments: Academic Resources, Administrative Services, and Academic Services (Org. Chart, USF Libraries[3]). For more detailed information on the Libraries' personnel, please refer to *Comprehensive Standard 3.8.3 (Qualified Staff)*.

To establish strategic goals and initiatives, the Dean, directors, and library faculty consult and collaborate with representatives of all University and community stakeholder groups. The USF Faculty Senate's Library Council[4] provides a regular forum for the Dean and his management team to hear and respond to the concerns of teaching and research faculty. In addition, some of the colleges have their own library committees with whom the Dean and directors communicate regularly. The Library Student Advisory Board[5] provides a forum for students who work in the library to express their opinions to library administrators; it also gives the Libraries an ad hoc testing group during usability studies on various library technologies and services.

The process of identifying strategic initiatives and goals involves discussion among staff, library faculty, and members of the Library Advancement Board[6]. In 2011 the document "Resetting Strategic Directions[7]" resulted from library faculty and library administrators working closely with an outside consultant to develop a new vision and strategic goals for the future (Lib. Strat. Goals[1]).

Institutional Memberships and Partnerships

Through strategic partnerships and agreements with outside entities, the Libraries are able to provide access to resources not owned by the Libraries, to offer staff development opportunities, and to enhance scholarly communication. The Libraries hold membership in organizations such as the Association of Southeastern Research Libraries (ASERL) and the Center for Research Libraries (CRL), among others. The Libraries' senior management team annually reviews agreements with outside entities (Library Policy No. TLIB146[8]).

Key University partners housed inside the Tampa Library give students and faculty easy access to important services. These include Tutoring and Learning Services[9], the Writing Center[10], the Office for Undergraduate Research[11], and the Job Shop.[12]

The SHSL is a member of the Consortium of Southern Biomedical Libraries (CONBLS), the Tampa Bay Medical Library Network (TABAMLN), and the Florida Consortium of Academic Libraries of Medicine (FCALM). It serves as a resource library for the National Network of Libraries of Medicine. It is also a member of the Association of Academic Heath Science Libraries (AAHSL), to which it reports statistics annually on collections, expenditures, personnel, and services and resources (AAHSL Annual Stats., 2012[13]).

Library Access

University members access collections, services, and resources through the USF Libraries website. Users navigate through a system of drop-down menus and links and are assisted by online subject guides. The USF Libraries website also provides links to all affiliated websites (Other USF Libraries[14]): the USF Tampa Library[15], the FMHI Research Library[16], and the Hinks & Elaine Shimberg Health Sciences Library[17]. Hours for all three facilities are posted on each of these websites.

The Tampa Library is a centrally located, seven-story building (Lib. Floor Plans, Collections[18]) and houses the majority of the physical collections in addition to a Learning Commons on the first and second floors and Special Collections on the fourth floor. During the spring and fall semesters, the Library is open 24 hours a day, five days a week. The FMHI Research Library is located on the northwest side of campus within the FMHI and contains a small collection of books, archives, and computers for research. *Comprehensive Standard 3.8.1 (Learning/Information Resources)* contains detailed information about the facilities.

The SHSL is housed in a 35,130-sq. ft. facility on the northern end of campus. All USF students and faculty may access and borrow most of the physical collections in this facility. However, specialized collections that serve the needs of USF Health may only be accessed by USF Health faculty and students. USF Health faculty and students have access to all the online collections licensed by USF Libraries.

University members can locate and access Library materials through the online catalog and Ebsco's Discovery Service (About FindIt[19]). The shared nature of the online catalog with other state university libraries allows access to other Florida public university collections in one search (UBorrow[20]). Subjects access databases and e-journals using the software SFX for e-journals and MetaLIB for database collections. Online finding aids created by Special Collections librarians describe and facilitate access to archival and manuscript collections. The Libraries' Digitization unit creates and hosts online resources that are freely available to users.

While on campus, all students, faculty and staff in the USF system have access to collections through the USF network with the exception of some licensed resources for USF Health constituents. Only currently enrolled students and faculty have remote access (off the campus network) to licensed collections and resources using an authentication and proxy system based on the USF Net ID. From the Library website, faculty, staff and students can automatically authenticate with their valid USF Net ID. Distance learners, regardless of location, have the same access to search tools and online resources as on-campus students. Access to physical collections for distance learners is addressed in the "Services" section of this document. *Comprehensive Standard 3.8.2 (Instruction and Library Use),* covers online library instruction services.

On campus, non-affiliated patrons such as community members can access licensed content by requesting a password at the Library Services Desk on the first floor of the Tampa Library, using specially designated computers. The SHSL also has a designated computer for public access to its specialized resources.

Collections

USF is a high-impact research university with over 40,000 students and 2,000 faculty, scholars, and researchers on the Tampa campus. USF Libraries' collections, resources, and services support over 270 degree programs at the undergraduate, graduate, professional, and doctoral levels. Research collections are multi-format, multi-disciplinary, and reflect the diversity of university programs. The 2012-2013 budget was approximately $5,405,217 for collections. Commonly used comparative metrics for library materials budgets are used to identify the 16th position of USF among 16 identified peers, aspirational peers, and other state universities in Florida (Comp. Metrics, 2012[21]).

Physical Collections

The Tampa Library houses the majority of the physical collections, including print, microform, video, audio, and maps for the USF Libraries. Up-to-date statistics on collections can be found on the Current Collection Statistics webpage[22]. Recently installed compact shelving on the ground floor holds the print reference collection, bound journals, and government documents. The Tampa Library is a designated, selective depository for U.S. government documents. This collection is located on the ground floor together with maps and microforms. Florida state documents are located in the circulating, periodical, and reference collections. The media collection on the sixth floor provides centralized access to a variety of materials, including video, audio, educational kits, and image collections.

The Tampa Library's Government Documents Collection[23] annually receives approximately 45% of the total publication output of the U.S. Government Printing Office. The Government Documents collection strengths include federal laws and regulations, congressional hearings, census materials, foreign relations and treaty information, EPA documents, United Nations publications on microfiche, Army Mapping Service maps, and the Tampa Bay region's most extensive collection of the United States Geological Survey's topographical maps.

USF Libraries Special Collections provides access to rare and unique research collections that support a wide range of academic departments, including English Literature, Photography, Religion, and Journalism. Physical materials are located on the fourth floor and are available for in-library use only. Collection areas include Florida studies, children's and young adult literature, science fiction and fantasy, Holocaust and genocide studies, arts, and literature and book arts.

The FMHI Research Library directly supports the research and teaching activities of the FMHI and its parent college, Behavioral and Community Sciences (CBCS). The Library's core collection of books, serials, and archival materials, which center on behavioral and mental health well-being, complement the larger collection of print resources available through the USF Libraries.

The Shimberg Health Sciences Library (SHSL) primarily serves the students, faculty, patient care providers, and staff of the Colleges of Medicine, Nursing, Public Health, and the Schools of Physical Therapy and Pharmacy. SHSL is also a major biomedical information resource for health professionals in the Tampa Bay area. The SHSL health sciences collection consists of biomedical journals, books, medical images, and multimedia materials.

Online Collection

USF Libraries' collections are especially characterized by the scope, depth, and diversity of online resources. Collection development practices in recent years have emphasized and been committed to the acquisition of e-resources over print, whenever possible, to extend the availability, portability, and currency of materials. Online collections include over 900 databases, 500,000 e-books, 52,000 e-journals, 826,000 images, and 6,000 streaming videos.

The Academic Resources Department in the Tampa Library administers and maintains access to all electronic databases, e-journals, and e-books (E-Resources, USF Libraries[24]). The Coordinator of Electronic Resources and the Coordinator of Serials negotiate licenses for electronic resources. The Department ensures that links to electronic resources are active and accessible. All online content licensed by the Libraries, with the exception of some specialized health resources, is available to the students and faculty of the USF community, including USF St. Petersburg and USF Sarasota-Manatee.

USF Libraries Special Collections[25] includes digital images derived from the more than 500 physical collections in the Libraries' Department, as well as born-digital materials and collections created in collaboration with partner institutions. Notable digital collections derived from the Department's physical collections include the Florida Sentinel Bulletin; seven collections of Florida photography; Latin American science fiction journals *Dispara en Red, Qubit,* and *Korad*; and primary-source documents from the Holocaust.

The FMHI Research Library digitized collections include the Florida Commission on Mental Health and Substance Abuse Papers[26] and the Florida Study Commission on Child Welfare Papers[27]. Notable database collections[28] include Health and Psychosocial Instruments (HaPI) and Mental Measurement Yearbook, as well as FMHI's Test and Measurement Collection.

The SHSL separately licenses online resources[29] to support curriculum and research programs within USF Health. The SHSL website lists these resources, which include Access Medicine, Cardiosource, Clinical Pharmacology, and others. The SHSL's current health sciences collection consists of an extensive library of biomedical journals, books, databases, medical images and multi-media materials comprised of 269 e-journal subscriptions, 35 specific health science databases, and 3,304 e-books. Medical research and curriculum support databases including OVID Databases, MDConsult, StatRef, Web of Knowledge, the Cochran Library, CINAHL (Nursing), Harrison's Online, and PubMed Medline. Eligible faculty and students can access these products both on site and remotely 24 hours a day, seven days a week. In addition, USF Health students and faculty can access all library materials owned by the other USF libraries.

Collections Outside of USF Libraries

Through agreements and memberships, faculty and students have access to collections outside the Libraries' holdings. Agreements with the Florida Virtual Campus (FLVC)[30] offer access to databases that provide information sources utilized by the USF community. The Libraries also hold memberships[31] in organizations such as the Association of Southeastern Research Libraries (ASERL) and the Center for Research Libraries (CRL). Membership with the CRL makes available over a million titles not owned by the Libraries. CRL's physical collections also are loaned to patrons via interlibrary loan (ILL) for entire semesters; often requested materials will be digitized on demand and supplied electronically. Membership in Hathi Trust, providing access to millions of titles, is made possible through a collaborative effort with several Florida research libraries. Memberships to LOCKSS, CLOCKSS, and Portico preserve the digital content of electronic collections and guarantee perpetual access to resources.

Collection Management, Development, and Assessment

The Libraries employ a multi-faceted approach to building and managing collections appropriate to the degree programs and research needs of faculty and students. The specialized research and teaching needs of faculty and students in all disciplines, except the health sciences, are addressed through the acquisition process at the USF Tampa Library. The USF Tampa Library does acquire print monographs and journals, especially in disciplines where print resources are needed, but the primary focus of collection growth is in the Library's strong commitment to electronic resources. The Coordinator of Collection Management, the Coordinator of Electronic Resources, and the Coordinator of Serials work together on the acquisition of resources for the USF Libraries and confer on all major collection decisions.

The USF Tampa Libraries collection development (CD) policies (CD Policy Tampa Library[32]; Fed. Depos. Lib. CD Policy[33]; & Coll. Mgmt. Policy, Spec. & Dig. Coll. Dept.[34] are all located on the Libraries' Collection Management website[35]).

The flexibility of the USF Tampa Library's CD Policy recognizes the different needs of the individual departments and serves as an access point for the individual subject collection development policies for academic disciplines (CD Policy by Subject[36]). To ensure that the USF Tampa Library's collections support the educational and research needs of the University's faculty and students, the Tampa Library's collection development and collection management processes incorporate faculty input at all levels. CD librarians[37] collaborate with faculty representatives from all academic disciplines in writing and revising subject CD policies to ensure relevance to the current teaching and research initiative. CD policies include listings of targeted Library of Congress (LC) classification call number areas that reflect the subject areas of the undergraduate and graduate classes taught, the research strengths of the faculty and graduate students, and the main focus of the funded grant work.

Using the CD policies as a guide, the librarian assigned to the individual departments or colleges works in partnership with the departmental faculty to select materials for the library's collection. Librarians regularly encourage faculty requests, particularly for new faculty whose research or teaching areas may not be well represented by the library's current collections.

The Library employs a Patron-Driven Acquisitions (PDA) program to provide access to e-books (PDA Stats., 2010-13[38]) from most of the trade, professional, and university presses that are relevant to the departments. By definition, the PDA program meets student needs because materials are acquired for students when they are needed. University members can access titles through the online catalog for short-term loan or auto-purchase (depending on the number of times the titles are loaned). University members can order titles not covered by the PDA program by submitting a request to Acquisitions. In response to the timely need for course materials, the Tampa Library utilizes a course reserves purchasing program. The Library does not routinely purchase textbooks for students but will purchase supplementary materials for course reserves.

The USF Libraries employ a variety of different collection evaluation tools to determine the adequacy and relevancy of the USF Libraries' collections. CD librarians routinely use OCLC's® Collection Evaluation (formerly WorldCat Collection Analysis) to identify materials that are needed to fill in gaps in the collection or to identify materials to purchase for a newly evolving research area. In addition, the Coordinator of Collection Management uses this tool to conduct a comparative analysis to confirm that the collections are adequate to support the institution, to gauge the age of the collection (WorldCat Anal., Age of Coll.[39]), to identify Foreign Language holdings[40], and to compare USF's Foreign Language acquisitions (ARL Insts. Foreign Lang. Comp. Chart[41]) to the top 10 Association of American Universities (AAU) and Association of Research Libraries (ARL) institutions.

Collections in specific disciplines are also assessed in the process of academic program review and accreditation by the Coordinator of Collection Management. The Coordinator of Collection Management also oversees the Information gathered through assessment tools and permits the Coordinator to evaluate the sufficiency and adequacy of the collections. The Libraries' Dean must certify that all new degree programs have the requisite library resources, and the Coordinator contributes analysis of the specific collections to accreditation reports. Holdings in targeted classification ranges are inventoried and compared by the Coordinator to peer and aspirant universities, other university academic programs, or predefined university clusters in OCLC's Collection Evaluation.

Collection adequacy is also demonstrated, in part, by the positive outcomes of collection assessment results that are requested by discipline-specific accrediting bodies as outlined in the summary document, "Accreditation Reports, 2009-2013" (Accred. Reps. Sum. & Temp.[42]). The Library's discipline-specific databases, monographs, and journal holdings support the programs undergoing accreditation.

In 2007, the Florida Board of Governors (BOG) instituted a new degree program review process that required the Dean/Director of Libraries to certify that the library's resources are adequate to support a new degree program within a specific discipline. These requests can be for a degree program in a new area of study or for the addition of a new level of degree within an existing program. The summary document "New Degree Program Reports, 2009-2013" (New Degr. Prog. Sum. & Temp.[43]) outlines new degree program proposals that the Coordinator has completed.

All three coordinators of collections rely on usage statistics when making content adjustments to the Libraries' online resources as a way of determining whether current collections are meeting the resource needs of the teaching and research faculty and undergraduate and graduate students. The examination of "turn-away" data can be used to provide supporting documentation for the purchase of future materials. Examples of the types of data collected

include E-Resources by Database Type and Usage statistics[44], E-Resources Analysis by Discipline Cluster and Type of Usage[45], and E-Resources Analysis by User and Usage Levels[46].

The Library is also able to monitor and evaluate the adequacy of outside online collections of databases and e-journals that are available to our patrons. At the state level, the Coordinator is a member of these state-wide committees and is closely involved in collection decision-making and comparative analyses of database content. In addition, membership in the Association of Southeastern Research Libraries (ASERL) and Center for Research Libraries (CRL) permits the Libraries to evaluate the use of shared resources and make purchase suggestions for new materials.

In addition to the traditional tools mentioned above, the Coordinator analyzes degrees awarded data[47], libraries resource distribution[48] among the USF Libraries by format, correlation of library items to degrees awarded[49], and the results of environmental scans[50] to assess the Libraries' current collections and determine future needs. The data on degrees awarded indicate the discipline areas of the USF degrees conferred, based on the Classification of Instructional Programs (CIP) codes developed by the U.S. Department of Education's National Center for Education Statistics (NCES). Correlating the CIP codes to library subject areas connects the USF Libraries' collections directly to the current degree programs offered by the University. The Tampa Library staff conducted two environmental scans in the past five years. This continuity has enabled the library to identify trends in course offerings, topic areas, and research activities on the Tampa campus. Having this specific data available allows the Coordinator to examine trends and utilize a more targeted approach for evaluating the adequacy and sufficiency of the USF Libraries' collections.

Services

The Libraries provide a wide variety of services to support the teaching, research, and service mission of the University. Mechanisms for delivery vary. Libraries staff use traditional methods such as face to face, telephone, or even postal service side by side with email, text, simultaneous chat, or social media venues to deliver services according to patron needs.

Services to instruct the patron in the access and use of the collections include reference, research consultations, orientations, and library instruction workshops. Library staff provide these instructions both face to face and online using chat, texting, email, and virtual collaboration software. *Comprehensive Standard 3.8.2 (Instruction of Library Use)* provides more detailed information on the Libraries instruction program. Services that facilitate access to collections include circulation, reserves, and desktop/office delivery to faculty who request print materials. Interlibrary loan (ILL) and participation in the statewide borrowing program, U-Borrow, allows delivery of materials not owned by the Libraries. Membership in RAPID ILL, a resource-sharing consortium, guarantees swift retrieval of materials not owned by the Libraries. Library staff collects and evaluates Academic services statistics[51] regularly to monitor patron needs and initiate improvement.

The Libraries offer a variety of special services to faculty, students, and scholars to facilitate access to resources, support grant proposals and improve research visibility. When federal funding agencies began to require a data management plan with grant proposals, the library responded by providing faculty a plan template (Geo. Info Systs. Prop.[52]) and consultation

services for both data management and the effective use of Geographic Information Systems (GIS) data. The GIS Unit focuses its efforts on collaborative projects with students and faculty and minimizes the time researchers need to spend on data management and compliance issues. The unit ensures data and metadata are accessible locally and broadly and are archived, curated, and published in a timely manner, and it promotes a culture of data sharing.

The Libraries also purchased and developed software to create Scholar Commons[53] to serve as a data repository for scholarly works and as a platform to host open-access journals. Libraries staff offer consultation services to teach faculty how to use the repository and system data in their tenure packets to enhance their research visibility. Services also assist faculty in developing and placing journal content on an open-access platform. This service has saved a number of small, discipline-specific print journals from ceasing publication and, in effect, ending access to important periodical content to scholars.

The Libraries work closely with the Students with Disabilities Services and Information Technology offices to assure that several computer workstations in open areas are accessible and have software (i.e., Zoomtext, Dragon Naturally Speaking) that aid in accessing and using library resources. Librarian offices are conveniently located in the first floor Learning Commons for assistance.

Distance learners especially benefit from a wide variety of online services designed to assist in the selection, evaluation, and access to resources 24 hours a day, seven days a week. Help for distance learners is available through Ask a Librarian using online chat, text, or email. An online guide (Online & Dist. Lrnrs. Lib. Guide[54]) informs these learners how to log in to online resources and whom they can contact for help. A number of easily accessible self-service tools such a subject guides, online tutorials, and instructional videos helps learners identify and connect to resources. Subject guides are embedded in the course management system, Canvas. Canvas's synchronous online discussion feature also enables the offering of many library workshops. Students who are not able to attend a workshop can request a recording of the instruction session to view at their convenience.

Students who identify their status in their ILL profile as "distance learner" may request print books and copies of print articles that are held by USF Libraries. Libraries staff scan articles to make available electronically and ship books free of charge via USPS to the student's home address. For 2011-12, the Libraries received 108 distance-learner requests at an average of 9 per month. For the first part of 2012-13, the Libraries received 153 distance-learner requests at an average of 19 per month, for a 111% growth over this short period.

Assessment of Service Adequacy and Sufficiency

The collection and analysis of usage data and user feedback gathered through focus groups and internal and national surveys keep the development and delivery of services appropriate to the needs of faculty and students. The Director of Academic Services submits assessment goals and outcomes for service to the University's Assessment Management System since 2009. Information on the assessment of Student Support Services is provided in *Comprehensive Standard 3.3.1.3 (Student Support Services)*. Service performance targets have included online reference, self-service checkout, desk services, and many others. Evaluation of interlibrary loan statistics (ILL Loan Rpt. on Growth Effcy.[55]), such as the analysis conducted for the period 2007 to 2011, provided benchmarking for service delivery improvement.

In January 2010, the Special Collections unit began formal, yearly assessment activities to gauge the appropriateness of their collections, resources, and services. The unit conducts ongoing satisfaction surveys of users in the reading room, which led to a number of operational changes, including expanded reading room hours during the fall and spring semesters and access to a self-service overhead book scanner. The Academic Services Department also conducts website and Web tool usability testing on an ongoing basis.

The Tampa library has regularly implemented the nationally recognized LibQUAL+ survey to collect faculty and student perception data on collections, facilities, and services. Over the last five years, the Tampa library has issued the survey in 2010, 2011, and 2013. In addition to comparing the results from year to year (the survey was previously issued in 2005, 2006, and 2007), we measure our findings against other USF peer and aspirant institutions participating in LibQUAL+.

In 2011, 1,171 respondents completed LibQUAL+ surveys. The aggregate results were similar to those of 2010, but there were some changes. Following upgrades to the Learning Commons, including new furniture, computers, and other resources, there was a statistically significant improvement in the perception of "library as place," specifically relating to the perception of the Tampa Library as a "comfortable environment that provides a gateway to learning and research."

The Fall 2013 implementation of the LibQual+ survey produced 1,315 responses. The timing of its implementation followed dramatic improvements to the Tampa Library's physical space, as well as the provision of new and innovative services and technology. Results revealed a marked improvement in the perception of the "library as place" when compared to the 2011 and 2010 results, including a number of encouraging statements regarding the addition of the SMART Lab, additional furniture and study areas, and the new computing options, both desktop and portable. Respondents also commented positively on the addition of the Digital Learning Studio (DLS) and the availability of multimedia equipment and services. Many respondents complimented library services, both generally and by naming specific library professionals and staff. Nevertheless, the survey also produced numerous requests for additional print and electronic collections, as well as extended Friday and Saturday hours and easier access to the physical collections.

Internal data analysis of declining reference statistics and feedback from students prompted the creation of a "Re-envisioning Reference" taskforce in 2010 and later in 2012. Both groups provided reports recommending drastic changes to the delivery of reference service. The Tampa Library closed the reference desk in May 2012 and merged services with the circulation unit according to a "one-desk" model. Analysis of reference statistics before the service change revealed that the percentage of advanced questions did not decrease but remained stable after the removal of the reference desk and the integration of services to a one-desk model.

In late Fall 2013, the Library and Innovative Education (which coordinates and develops online learning at USF) jointly developed and distributed an online survey (Dist. Ed. & Lib. Svcs., Srvy. Rpt.)[56] to the USF distance education (DE) population. A total of eight questions assessed a range of topics including student awareness of library resources and services, the manner in which students access their online courses, and student awareness of IT support. Regarding DE student awareness of library services such as instruction, only 8% of 421 respondents indicated they were not aware of library resources and services. However, only 10% of respondents' knowledge of library resources and services came directly from an online

orientation by librarians. The majority cited other sources such as their instructor or experience exploring the USF website on their own. To address the lack of direct involvement of librarians in online orientations for distance learners, the Tampa Library created an introductory video specifically for this audience that will be incorporated into all future online orientations. This survey data, together with pertinent comments from DE students, such as, "I would have greatly appreciated being given a detailed overview of the use of library resources at the beginning of my matriculation at USF," will help librarians expand awareness about resources through improved orientations to both faculty and DE students.

Other Library Resources

Blogs, Guides, and Online Tutorials

 Many of USF Libraries' subject specialists maintain professional blogs to make patrons aware of new products and services specific to their academic departments and areas of research. One example is the EdLib Report[57] produced by the Libraries Education Librarian. These blogs are linked from the primary subject guides for particular colleges. Subject librarians also work with USF Libraries' marketing and Web professionals to distribute subject-specific newsletters that include links to the blogs, new resources, and upcoming events. These same innovators have used the Web to reach out to students experimenting with novel designs and various social media modes of marketing.

The USF Libraries have adopted the Springshare product LibGuides as the primary platform to deliver links and information on subject-specific resources. Access to these guides is also linked from courses within Canvas.

The Libraries' Research Rescue[58] program is a both a venue for the novice user and a service to deliver basic online help through self-paced tutorials. Statistics from fiscal year 2012-13 reveal that all seven basic online tutorials have received an increasing number of views totaling 4,500 full views with the most popular being Research 101 Comprehensive.

Portals, Data Repositories, and Digital Collections

 USF Tampa Library's Geoportal & Data Repository[59], which was launched March 2011, is a repository for geospatial and other data with associated metadata for discovery. The Libraries focus is on collaborative projects with students and faculty who are engaged in research on issues surrounding environmental sustainability. The Libraries also administer the system-wide ESRI Higher Education Site License and coordinate GIS technical support, distribute the ArcGIS software suite, and provide access to free online instruction courses.

The Tampa Library also provides data management for the Karst Information Portal[60]. As we described on our website: "The Karst Information Portal is an open-access digital library linking scientists, managers, and explorers to quality information resources in order to inform research, to enhance collaboration, and to address policy decisions concerning karst environments. The Tampa Library hosts over 8,000 metadata records, 43% of which link to digital content included in the Karst collection. Globally, more than a billion people depend on karst terrains for water."

Implemented in 2010, Scholar Commons[61] is an institutional repository provided by the Libraries to the University community to facilitate the digital preservation and accessibility to scholarly works produced by faculty and students. Scholar Commons uses a Berkeley Electronic Press platform that features a multi-tiered disaster recovery plan utilizing fail-over servers and regular on-site and off-site backups. Faculty members use this platform to store and access research publications, documents, and curricula vitae, among other research output. Scholar Commons also provides access to conference materials, open-access textbooks, department/unit publications, digital collections, faculty publications, and student publications. Digital theses and dissertations produced by USF students during 2003-10 made up the first significant deposit into Scholar Commons in February 2011. Full text downloads from Scholar Commons have risen from 61 in 2007 to over a million in 2013, and daily visits to the site often reach over 1,000. USF Scholar Commons is ranked 230 out of 1,650 world repositories.

The management and delivery of open-access journals is another important resource provided by the Libraries' using Scholar Commons as a hosting platform. Currently 14 completely open-access journals have been launched since 2010.

The Libraries' Special Collections unit curates online exhibitions to highlight unique research materials available at the University. In addition to serving as an entry point to digital collections, the exhibits are also online learning environments that can be used to support the curricular needs of academic programs. For example, undergraduate students in the Honors College in close collaboration with a library faculty member created "Five Hundred Years of Discovering Florida[62]." It provides an overview of the many resources available for the study of Florida history, and its creation provided student authors with first-hand research, writing, and Web publication experience. "Living a Genocide: The Children of Darfur," on the other hand, focuses on putting a single collection of materials into a larger historical and political context, providing undergraduate students in particular with a mechanism for understanding and using this collection of visual resources.

Textbook Affordability

With funding through the USF Student Technology Fees, the USF Libraries acquire e-books for classroom support. E-Books in the Classroom (Txtbk. Affdblty. Proj.[63]) provides the electronic versions of the books on course reading lists, at no cost to students. Since Fall 2011, this program has supported 37 unique courses within the Colleges of Arts and Sciences, Behavioral and Community Sciences, Education, and Engineering. A state legislative initiative mandates that Florida public universities provide low-cost alternatives to expensive textbooks. The Tampa Library implemented the Textbook Affordability Project (TAP) to address affordability issues and to provide up-to-date course materials. TAP offers electronic textbooks, textbooks on reserve at the library, the USF bookstore's textbook rental program, and Atlas-Ares Course Packs, which provides course materials through Canvas. In an effort to find alternatives to expensive textbooks, the Tampa Library, in conjunction with over 25 colleges and universities, is part of a national project that will test, explore, and evaluate the possible transition from print to e-textbooks.

The Tampa Library initiated the Internet2/EDUCAUSE e-Textbook Pilot (Internet2 EDUCAUSE Pilot Fall 2013[64]) for Fall 2012 (Internet2/EDUCAUSE Pilot[65]) and Spring 2013. The students and faculty in the participating courses will undergo assessment to determine if the project goals are feasible. As of Fall 2012, 14 courses with 934 participants have been surveyed

by Library staff from the Colleges of Arts and Science, Business, Education, Engineering, and the Arts.

Additional Learning Resources for USF's Distance Education Population

The USF Innovative Education webpage for USF Online Students (Stud. Svcs. Innov. Ed.[66]) includes links to USF Libraries distance-learning resources (e.g., USF Libraries Catalog, databases, and e-journals); Ask-a-Librarian (24/7 chat, text, or email library support); Tutoring and Learning Services (e.g., assistance with writing and study skills); and Learning Commons (academic support services). Links to USF Libraries' distance-learning student resources are embedded in the Learning Management System for all online courses developed by Innovative Education. In collaboration with Innovative Education, the Office of Undergraduate Studies developed Online Success @ USF[67]. This seven-module resource, accessible through Canvas, serves as a reference guide on how to succeed as an online student. In addition to links to learning resources, Innovative Education's Online Faculty Development (OFD) team has provided faculty with Get Started[68]--online tutorials and links to relevant student support services.

2.10 The institution provides student support programs, services, and activities consistent with its mission that are intended to promote student learning and enhance the development of its students. (Student Support Services)

Compliance Status: Compliant

The University of South Florida (USF) provides a wide variety of student-support programs and services consistent with its mission. Designed to enrich the living and learning experience of all USF students, USF's student-support programs, services, and activities facilitate student learning and help students reach their educational, personal, and professional goals; develop leadership skills; and engage with both the campus and greater communities. Students across all of USF's academic programs, regardless of mode of delivery, have access to the variety of support services described below.

USF has a vibrant, diverse, and engaged student body with more than 41,000 students enrolled on the USF Tampa Campus. The array of student support services must mirror this multidimensional campus body by providing strategic, intentional, and meaningful programs, services, facilities, and activities that lead to and result in quality experiences for students. The variety of experiences is paramount to the progression of the students' learning and holistic development in and outside the classroom. The multitude of student support services helps develop students as lifelong learners, community members, and global citizens, while matriculating as students of the University and beyond their USF experience. USF is able to accomplish these student support initiatives through the vast efforts across the institution to include numerous areas such as Student Affairs, the Office of Undergraduate Studies, Student Success, the Office of Graduate Studies, the Morsani College of Medicine, and Innovative Education.

USF promotes intellectual development and student success in a diverse, student-centered environment, the purpose of which is to help students identify their maximum personal and professional potential and to develop their commitment to becoming lifelong learners. The information in this narrative demonstrates that USF provides student support services that are consistent with its mission, promoting student learning, development, and success in a global environment. Each section presents an overview of the student support services provided with details of the specific services including data, surveys, required accreditations, and assessment measures that are utilized to help meet the various needs of our students. Information on student support staff is provided in *Comprehensive Standard 3.9.3 (Qualified Staff)*.

Below is an overview of the types of USF student support services offered and the areas that offer and provide these services. *Comprehensive Standard 3.4.9 (Academic Support Services)* covers additional services provided at USF through academic support services.

Type of Support Service Offered	Department/Area Providing Service
Targeted Student Services	- Students with Disabilities Services - Veterans Services - International Students - Athletic Academic Enrichment Center - Innovative Education
Student Development, Engagement, Learning, and Leadership	- Career Services - Center for Leadership and Civic Engagement - Center for Student Involvement - Dean for Students - Housing and Residential Education - Marshall Student Center - New Student Connections - Office of Fraternity and Sorority Life - Office of Multicultural Affairs - Office of Student Rights and Responsibilities - Orientation - Parent and Family Programs - Student Government/Advising, Training, and Operations *The Oracle* - University Scholarships and Financial Aid
Student Health, Wellness, and Safety	- Student Health Services - Counseling Center

	• Center for Victim Advocacy and Violence Prevention • Campus Recreation • Office of Student Outreach and Support • Wellness Education • Substance Education and Awareness Team • Division of Public Safety • University Police Department
Facilities and Services	• Housing and Residential Education • Campus Recreation • Marshall Student Center • Student Health Services
Graduate and Professional Student Services	• The Office of Graduate Studies • The Morsani College of Medicine

Targeted Student Services

USF is a diverse institution with a diverse student body. The student demographics contribute to the strength of the University and the richness and scope of the campus. Collectively, several departments and areas provide an array of programs and services designed to facilitate academic success for various populations of students admitted into the University with differing circumstances, identities, abilities, and needs. Students with Disabilities Services, Veterans Services, International Services, and the Athletic Academic Enrichment Center are uniquely designed programs and initiatives that are targeted to address the needs of our students, remove barriers, and increase their likelihood for success.

Students with Disabilities Services

Students with Disabilities Services (SDS) promotes effective self-advocacy and accessible academic learning for students with disabilities. Since Fall 2010, SDS has served more than 5,600 students[1]. By utilizing best practices in the field and education and outreach to the USF community, SDS fosters access for students and attitudes that reflect both an awareness of disability issues and universal design principles. SDS adheres to federal laws that guide the practices within the office and utilizes various University regulations and policies to guide daily work.

In support of the University mission, SDS works with registered students and consults with faculty, staff, other students, parents, and Tampa community members regarding access

concerns, disability awareness, and resources as well as opportunities for those with disabilities. SDS provides reasonable accommodations to enrolled students each semester. The most common of these accommodations include administering tests.[2] Specific testing accommodations include extended testing time, reduced-distraction testing, online course accommodations, alternative texts (audio or computer-based files), interpreters, and computer-assisted real time (CART) captioning services.

SDS offers services by phone to students who are classified as "distance learners" by USF. Anyone who attends courses on campus must visit the office at least once. Students receive a distance-learning packet by email or, if on campus, in person.

Materials on the SDS website as well as PDF files such as the USF SDS Student Handbook[3] have been checked and are accessible by the majority of screen readers that an individual with a visual disability might use. If a student is on campus, SDS will meet with the student to verbally go over the intake materials. SDS can produce in Braille, large print, or auditory files for students with a visual impairment.

Veterans Services

The Office of Veterans Services (OVS) is committed to creating a positive and welcoming environment for over 2,100 students who are military veterans, active duty service members, members of the Select Reserve, or dependents of veterans. In 2014, the Office was ranked #5 in the nation as "Best College for Veterans" by Military Times[4] magazine. The OVS ensures that veterans and dependents receive the educational benefits to which they are entitled through the new Post-9/11 GI Bill[5] or through other established programs that benefit this unique population of students.

The range of programs and services offered through the OVS that support the transition from military to campus life greatly enhances the likelihood of academic success. In addition, the Office is host for the VetSuccess on Campus Program, which offers disabled veterans counseling, training, education, and other services needed to prepare for, find, and maintain appropriate jobs. The partnership program with the U.S. Department of Veterans Affairs that places a full-time VA employee in the office provides a one-stop resource center for addressing veterans' educational, health, and other needs. The University supports the specialized services offered to students and has created a USF system policy to educate and inform the broader campus community. The Veterans Services website offers additional information on programs, services, policies, and procedures.

International Students

With approximately 2,600 international students at USF, International Services (IS), part of USF World, is the main administrative and immigration advising office for international students and research scholars from over 138 countries. IS has oversight for immigration compliance and is required to track the academic programs of students to ensure visa compliance with all federal guidelines and regulations. IS proactively guides students through the international student listserv, website information, and process for maintaining immigration status at USF.

Incoming international students participate in orientation sessions designed to promote student success by giving students the tools to navigate the USF system and American culture. IS offers workshops on employment, career planning, cultural adjustment, and other relevant topics that

contribute to student success. Various services are available online, including employment authorization workshops, an appointment scheduler, a list of departmental and regulatory forms, and links to free tax preparation software. The USF World office administers a customer satisfaction survey[6] to assess services.

The help ensure the health and wellness of all students, IS works collaboratively with the USF Counseling Center and the Office of Student Outreach and Support. These offices assist students who experience extreme difficulty in adapting to the culture or with other issues that may interfere with the successful progression and completion of their academic program.

IS promotes cross-cultural understanding by working with USF departments, campus organizations, and the Tampa Bay community. IS informs students and scholars about upcoming events and activities through the IS listserv, email, and departmental website. These events and activities allow international students and scholars to share their experiences with American students, staff, and community members; serve as a foundation for building long-lasting relationships; and engage in established University traditions, with the goal of helping students and scholars integrate into the USF community.

Athletic Academic Enrichment Center

The Athletic Academic Enrichment Center (AEC) is designed to be a full-service program with the goal of providing the programs and services necessary to enhance the total development of the USF student-athlete. The program is focused on the unique needs and demands of student-athletes at USF and fosters the cultivation of skills that allow for the development of potential in the classroom, on the field, and for the future.

The AEC staff reports to Undergraduate Studies but is located in the Athletic Building. AEC staff provides ready access to approximately 500 student-athletes, coaching staff, and others to better coordinate the scheduled advising, tutoring, and student development activities offered by the Center. The AEC staff is led by a director who also serves as Associate Athletic Director; two Assistant Directors; five Academic Coordinators (Advisors); and four interns, all aimed at helping to ensure the success of student-athletes.

The AEC provides a variety of support mechanisms for all student-athletes by way of specific events and activities designed to promote academic success, athletic success, community service, career development, and personal development. The theories and tenets mirror those promoted through the NCAA CHAMPS Life/Skills model but are designed specifically for the identified needs and challenges specific to the USF student-athlete body.

The academic success component of the AEC's work is considered the most vital, and the AEC therefore focuses on identifying and meeting the needs and challenges faced by student-athletes by providing assistance programs, workshops, tutoring, and mentoring throughout the academic year. The Office encourages student-athletes to take responsibility for their academic careers and for being productive and successful members of the USF academic community.

All first-year students are afforded the opportunity to participate in the EXCEL program designed to assist all first-year student-athletes with the transition to the University and to help students adjust to the rigor of the USF academic program. Components of the program include weekly meetings with an EXCEL counselor, objective-based study hall, a tutoring program, and ongoing academic advising.

In addition to the emphasis on the classroom and academic success, the AEC supports and endorses the NCAA CHAMPS/Life Skills program, which provides support and programming in the developmental areas of athletic, academic, career, and personal/leadership and community service. The Office's administration staff as well as the various support staffs, including coaches, strength and conditioning staff, athletic training staff, and academic advisors, support the athletic and academic success of our student-athletes. In addition, the AEC provides programming in the areas of nutrition, performance enhancement, leadership development, resume building, hazing, gambling, ethical behavior, and sportsmanship throughout the academic year.

The AEC's Academic Coordinators assist student-athletes in coordinating their academic and development needs and opportunities. The USF main campus academic department advisors advise student-athletes. The AEC provides USF's student-athletes with a student-athlete specific orientation, priority registration, academic advising support, an academic mentoring program, tutorial services, a supervised study hall, academic travel monitors, a computer lab, workshops and seminars, and career counseling. During the 2012-13 academic year, the ACE focused on developing better methods of identifying and supporting student-athletes with mental health issues and/or education impacting disabilities.

Innovative Education

Student Affairs provides for the unique needs of distance-education students by working closely with Innovative Education, the central unit that ensures distance-education students have access to information on student support programs, services, and activities. From the Innovative Education Student Services webpage, students can navigate to Campus Resources and Student Affairs, where they will find information on student services and learn more about how to get involved.

Student Development, Engagement, Learning, and Leadership

Transitioning into a university environment is complex and multifaceted. Students will need to make adjustments academically, geographically, and personally, and USF has intentional programming to assist in this process. The University strives to create and foster opportunities to spark the interest of every student. Therefore, USF provides these intentional and meaningful programs, services, activities, and facilities to students to facilitate a positive transition into the University, to create a dynamic living and learning environment, and to support the intellectual development and success of students beyond graduation. Various departments, offices, and areas throughout the University take a comprehensive approach to maximizing the student experience, developing a strong sense of campus community, and fostering learning through their out-of-class experiences.

Career Services

Career Services is the University's centralized career center for undergraduate and graduate students. The staff of experienced career counselors and employer relations specialists

contributes to the University's mission by assisting students in making the transition from academic life to professional employment. Career Services teaches students how to use a strategic approach in planning for a career path and job search. The Center assists students in learning how to self-assess, conduct career research, seek out experiences that provide transferable skills, and search for full-time employment or prepare for graduate school (Car. Dev. & Rcrtmt. Svcs. Partic., 2012-14[7]). The Center encourages students to provide feedback regarding the service[8] they utilized to help in future planning opportunities.

Career Services created walk-in services called Career Express and Job Shop to help ensure the needs of all students are met. The Center offers various services, including individual career counseling, job search coaching sessions, job search strategy workshops, career assessments, career planning, professional development, and dining etiquette workshops. Additionally, the Center makes available to students virtual and print multimedia career planning, occupational exploration, and job search preparation resources. The Center offers students assistance with resume and vita critique, participation in practice interviews, and guidance and assistance with professional school exploration and application.

Career Services offers additional services via a Job Shop available in the USF library, which provides career peer job search coaching workshops, employer recruitment initiatives, and access to current employment. The center also provides information on current employment opportunities and creates venues for students to network and interview with employers seeking candidates for part-time jobs, internships, cooperative education, and full-time professional positions. Recruitment Services offers a Web-based job posting service, candidate resume referral, an on-campus interview program, campus-wide career fairs[9] with a diverse group of employers[10], and special employer recruitment initiatives.

Center for Leadership and Civic Engagement

The Center for Leadership and Civic Engagement (CLCE) recognizes the critical value of leadership and civic education and the benefits of utilizing a more comprehensive and collaborative approach to reach a larger population of students. The programs serve as intentional learning opportunities to develop students into effective, ethical leaders who serve as engaged citizens for the global community. The conceptual framework directing these initiatives is based on the idea that leadership and citizenship can be learned and enhanced, and the Social Change Model serves as a foundation for these learning outcomes. Transformative instruction is incorporated throughout the curriculum and directed to all students.

The CLCE offers signature programs that include intensive institutes on leadership development that are targeted specifically to first-year students but that also are inclusive of the entire student body. Some of the signature programs include Dance Marathon (a movement of student-run philanthropies that benefit Children's Miracle Network hospitals around the country), Emerging Leaders Institute (which prepares first-year students to take on leadership roles at USF), and Golden Bulls Awards (one of USF's highest honors given annually to undergraduate and graduate students who encompass the spirit of USF and who have demonstrated its values).

The CLCE sponsors service trips that are coordinated locally, regionally, and internationally. These service trips provide students opportunities to work with communities struggling with societal challenges. The Student Leadership Boards in the Center are selected and trained by Student Affairs personnel to coordinate programs including day-long service projects. For example, at the 2013 "Stampede of Service" event, over 3,200 registered participants

volunteered for one day of service at over 80 service sites in the Tampa Bay Region. The CLCE also partners with the Office of Undergraduate Studies to offer the Leadership Studies Minor to students. These and other initiatives increase USF students' capacity to utilize leadership skills and make a positive difference at USF and in the broader communities.

All the departments in Student Affairs are committed to a five-year rotation comprehensive program review (e.g., CLCE Dept. Prog. Rev., 2011-12[11]) and evaluation process as part of a broader emphasis on planning and assessment. CLCE's review took place during the 2011-12 academic year. The departmental program review process consists of (a) a departmental self-assessment, (b) an internal review, (c) an external review, and (d) an action plan. This review gives departments an opportunity to assess their programs and services in the context of nationally accepted guidelines, standards, and benchmarks.

Center for Student Involvement

The Center for Student Involvement (CSI) is committed to creating student experiences that foster a lifelong affinity to the USF community. The uniqueness and variety of programs, services, and activities the Center offers allows for all members of the campus community to interact with others and be involved in significant ways based on their interests.

The CSI promotes the growth of its student leaders, who, in turn, create the programs, services, and activities for the student body. Within this community, students have co-curricular experiences that allow them to develop leadership skills, communication skills, time management, and practical application of the in-class experiences, ultimately enhancing their overall USF experience.

The Center's three main functions are campus-wide programming; student organizations; and involvement, advising, and promotion.

Programming

The CSI provides various educational and social programs throughout the year. These programs include lectures, movies, late night programs, and gallery exhibits. The office has three student-run committees (Campus Activities Board, Traditions, and University Lecture Series) that are responsible for selecting, advertising, producing, and evaluating major engagement events such as Bulls Nite Out, Homecoming, and USF Week.

Student Organizations

Student Organizations provide opportunities for students to engage in new activities, meet new people, learn new things, explore their leadership, and find their passion. With over 600 registered organizations, students have a vast array of involvement opportunities. Each year organization leaders must register their organizations by updating their membership roster and officer and advisor designations and by participating in training. Organizations are categorized according to their purpose and include the following: Academic and Professional, Campus Wide Councils, Fraternities & Sororities, Graduate, Honor, International, Multicultural, Political, Recreational, Religious, Service, Social Justice, Special Interest, and Sports Clubs.

Involvement, Advising, and Promotion

Involvement on campus plays an integral role in student retention and satisfaction. The CSI sponsors many activities that promote student involvement including student involvement fairs, organization showcases, presentations at New Student Orientation sessions, and individual student advising. USF utilizes the co-curricular transcript[12] to capture student data about involvement in student organizations, community service, and out-of-classroom learning experiences.

Dean for Students

The mission of the Dean of Students Office is to contribute to student success through community building, student engagement, student advocacy, community standards, and problem resolution. Through the work of affiliated offices and services, students are provided guidance, leadership opportunities, resources, and activities that promote student learning and enhance the University community.

The Dean of Students serves a source of information for students, as an advocate for students' interests and concerns, and as the final decision authority for student code of conduct violation appeals, all while promoting academic integrity. The Dean's office staff promotes a positive learning experience and encourages students to take advantage of the opportunities made available for them to achieve their full academic and personal potential.

Student Ombudsman

Until recently, the Dean of Students was responsible for the functions of the Student Ombudsman. As of Spring 2015, a new team member will be hired to assume the role of Student Ombudsman. The Student Ombudsman serves as a neutral third party who provides assistance to students who have University-related concerns and/or complaints of a non-legal nature, and as a resource for students who need information about USF-related policies and procedures. The services are confidential, impartial, independent, and informal.

Housing and Residential Education

Housing and Residential Education provides a safe community, innovative programs, and quality services that contribute to the mission of the University by fostering student learning, personal development, and citizenship. In a study conducted by Ernest T. Pascarella and Patrick T. Terenzini in *How College Affects Students, 2005*, research concluded that students living on campus (versus living off campus or commuting) are more likely to have higher retention and graduation rates. Therefore, beginning Fall 2009, the University required that all first-year students were required to live on-campus. Approximately 5,400 students reside in a variety of housing types from traditional residence halls to apartment facilities. Over 180 residents are graduate-level students (master's and doctorate), and the remaining residents are undergraduate students.

A variety of Academic Initiatives exist to assist students in enhancing their academic skills and development. Academic Initiatives are programs, facilities, and learning environments that contribute to student learning and success. Some of these initiatives include the Faculty in Residence program, in which four full-time faculty members reside within the residence halls to foster habits of curiosity about and involvement in educational, cultural, and service activities beyond the formal confines of the classroom. Another initiative is the Faculty Fellows program,

in which over a dozen faculty members seek opportunities to engage with students outside of the classroom to broaden the academic experience of students and to enhance the work environment of the faculty member.

Living Learning Communities (LLCs) are residential communities with a special emphasis on an academic major or an area of interest. Campus housing is used to enrich student's academic experience, and collaborations between residence life and academic affairs, and other units in student affairs. Housing and Residential Education has over ten LLCs, including Education, Business, Engineering, Honors, Leadership, and Pre-Nursing, with over 850 student participants.

Housing and Residential Education makes policies and procedures available to students to ensure they understand the behavioral expectations. This information is made available on the Housing website, through a hardcopy of the Student Planner & Handbook provided at the start of each fall semester, through informational signage in and around the residence halls, through on-floor Resident Assistants, and during floor meetings.

The Association of College and University Housing Officers, International (ACUHO-I), with Educational Benchmarking Inc. (EBI), established Resident Assessment and Student Staff Assessment surveys. These surveys focus on satisfaction, learning, and the overall residential experience. Approximately 300 housing programs across the United States participate in this evaluation process, including USF. In particular, the surveys receive great participation by highly reputable housing programs including substantial representation from AAU Institutions, those with our current Carnegie Classification, primarily non-residential, and the Carnegie Classification to which USF aspires, primarily residential. USF Housing and Residential Education has been administering these assessments since 2002 and finds the data useful, as programs, activities, and services are implemented, created, and/or modified to enhance the University experience.

Data from the Resident Survey, Priorities and Impact Summary, and Select 6 are among some of the surveys and information Housing and Residential Education utilizes to help assess the practices, services, and experiences of residents at USF.

- The EBI Resident Survey[13] is used to determine and report the past, present, and future operations. This survey consisted of 100 standard questions asked of all participants and individual institutions. Participants were permitted to formally opt out of the entire survey or individual questions.

- The EBI Priorities and Impact Summary[14] is based on 19 Factors (100 questions) that are intended to provide the most influential target areas to either maintain or improve the resident's perception and overall satisfaction.

- The EBI Resident Survey, "Select 6[15]," allows the participant to select six other institutions for comparison. Some of the factors that can be considered in this

comparison include staff, programming, room, facilities, safety and security, dining services, and overall satisfaction.

Marshall Student Center

The Phyllis P. Marshall Student Center (MSC) exists to enhance the university experience for all members of the USF community. The mission of the MSC is to enrich the quality of student life, strengthen traditions, and enhance the learning experience by providing exceptional facilities and services for students and the community. The MSC brings students, faculty, staff, and community members together in a variety of social and educational settings. The Student Life Tower offers space for Student Affairs departments that provide involvement and leadership opportunities for students. The MSC's meeting rooms and programming space for student organizations promote involvement and connectivity with the institution. The MSC is one of the largest student employers on campus, providing students with hands-on learning experiences that promote connectivity, personal and professional development, and success and leadership experiences.

Annually, the MSC hosts over 20,000 reservations. Approximately 65% of these reservations are student organization events, 23% are departmental, 10% are University-sponsored, and the remaining events are requests from off campus.

On an annual basis, the MSC administers a nationally benchmarked survey, the Association of College Unions International (ACUI) and Educational Benchmarking Institution (EBI) Student Union Assessment. In the past few years, the MSC has conducted the EBI Assessment[16] to determine the satisfaction performance of the MSC and uses the information revealed through the survey to enhance the experiences and services provided.

New Student Connections

New Student Connections creates and supports shared USF experiences that provide for a successful transition to the University by connecting students to the campus community. New Student Connections is committed to community, learning, engagement, inclusiveness, and purpose. The established programs introduce students to the academic expectations of the University, unite them to the campus community through shared experiences, expose them to the diversity at USF, and provide access to small communities where they can explore their identify.

New Student Connections support the transition experiences of new students in the following ways:

- during Orientation through the presentation of information that reinforces appropriate academic and social behaviors, normalizes the emotional response to transition, and provides strategies for college success;
- through *UConnect*, a retention-focused academic and social online community for first-year students;
- through *CampU*, a three-day, two-night, off-campus exploration that enables students to establish relationships and an affinity for the University;
- during USF's *Week of Welcome* program that supports students in having a successful start to their collegiate journey;

- through *New Student Network,* which creates small communities where students develop meaningful connections, explore personal identity, and receive peer mentor support in their transition;
- and in the *First 50 Days* program that encourages active engagement in the campus community by highlighting campus programs and involvement opportunities.

New Student Connections develops and supports intervention strategies to help students who are perceived to be at the greatest risk for leaving the University prior to the start of their second year. Students are identified using an attrition model developed by a USF faculty member in the College of Education. Data are collected each summer from a first-year survey, either the College Student Expectations Questionnaire[17] (CSXQ) or the Cooperative Institution Research Program Freshman Survey[18] (CIRP), and are used to help predict at-risk students.

The integrated transition experience for transfer students consists of transition strategies, introduction to academic and campus resources, involvement opportunities, peer connections through the Transfer Living Learning Community, and support for active engagement in the campus community. New Student Connections started a transfer student organization that promotes community, assists transfer students with developing friendships, and helps transfer students develop a deeper connection to campus.

Office of Fraternity and Sorority Life

Providing leadership and advising for a community of over 40 chapters representing four governing councils--Inter-fraternity, National Pan-Hellenic, Pan-Hellenic, and Unified Greek, the Office of Fraternity and Sorority Life (OFSL) provides educational programs and opportunities for leadership, personal development, and advising that facilitates values-based decisions.

Consistent and intentional programming and services contribute to the mission of the University while promoting achievement of OFSL goals. Some of these programs and services entail chapter planning and assessment that promotes scholarly, programmatic, leadership, and engagement excellence; a leadership retreat; and a curriculum focused on developing personal skills in the areas of values-based action, leadership development, and community standards intervention.

OFSL participates in National Hazing Prevention Week. This event focuses on educating the campus community about the dangers associated with hazing and behaviors similar to hazing, including resources for challenging the culture of hazing. As part of the University Hazing Prevention Taskforce, OFSL provides leadership on intervention strategies and proactive education for the University community. Upon accepting membership, each new member of the fraternity and sorority community must sign an Introduction of New Members Form[19] confirming their awareness of, understanding of, and agreement with the USF Regulation prohibiting student hazing (USF Regulation 6.0023)[20].

Office of Multicultural Affairs

The Office of Multicultural Affairs (OMA) contributes to diversity, student success, and globalism by engaging students in co-curricular programs and activities that provide the knowledge and skills necessary to succeed in a diverse and global society. OMA contributes to the University's

mission and goals of student retention and success through the engagement of all students in campus life, especially historically underrepresented students.

OMA developed strategies to achieve the goals of student engagement, retention, success, and global education through educational and training programs, cultural and social programs, and advice and support for individual students and student organizations. To establish cultural competency, OMA offers Safe Zone Training, a Cultural Competency Certificate, an Intercultural Student Leadership Conference, and a Multicultural Community training and development.

OMA offers programs and activities such as Multicultural Welcome Week, Move-in Help, the Welcome Jam, and Right Connections to help incoming and first-year students of diverse backgrounds in their transition to the University. To engender cross-cultural interpersonal relations and global cultural experiences, OMA also offers an International Festival and Cultural Holiday Celebration. OMA strategically designs holistic programs that foster academic success, leadership, community service, and multicultural competency.

Office of Student Rights and Responsibilities

The Office of Student Rights and Responsibilities (OSRR) promotes a community that values individual responsibility and compliance with community standards, as stated in USF Regulation 6.0021, Student Code of Conduct[21]. The goal of the office is to encourage standards of behavior and critical thinking that will create a community of leaders and citizens while enhancing the USF living, learning, and working environment. Additional information on student rights is provided in *Comprehensive Standard 3.9.1 (Student Rights)*. Information on the protection of student records is provided in *Comprehensive Standard 3.9.2 (Student Records)*.

OSRR challenges students to assess and reassess their framework of principles and behavioral norms that support a healthy community. The Office conducts mediation between students to engage them in conflict resolution that facilitates a community of peers who resolve concerns in a mutually beneficial manner. The Office supports student learning and development in outreach initiatives that focus on peer mediation training, faculty training on student conduct in the classroom, and managing the classroom.

OSRR also facilitates the University System's Prior Conduct Process (USF Policy 30-018[22]). OSRR works collaboratively with the Office of Admissions in this prior conduct process to ensure that students are prepared to return to the University community and live within its standards.

There are two programs that help students navigate the challenges pertaining to inappropriateness in behavior in Housing and Residential Education, Civility and Community and Ethics. These programs are also open to the broader community.

Office of Orientation

The Office of Orientation is responsible for the successful transition of new first-year and transfer students and their families. The Orientation Program seeks to familiarize all entering students and their families to life at USF through a student-centered, broad program that establishes a foundation for academic success and provides a positive transition to the University. Orientation introduces students to the University's various educational opportunities and a multitude of resources; it provides structured interactions with peers, continuing students,

faculty, and staff, and it facilitates access to an engaging, interdisciplinary, learner-centered environment. Orientation also establishes a foundation for families to assist their student(s) during the transition and throughout their collegiate endeavors.

Orientation for First Year Students (FYS)

Every student new to the University must attend an on-campus orientation. During orientation, students receive an overview of the colleges; requirements for their degree program; general University policies, procedures, and services; student activities; and campus life. The orientation process also includes academic advising and registration for classes. Students who participate in the orientation program have an opportunity to provide feedback on their experience. The Office uses the First Year Student Survey[23] and the Family Survey[24] to assess the overall program and experiences.

Orientation for Transfer Students

Prior to the beginning classes, all new undergraduate first-year transfer students are required to participate in orientation. Students who have obtained a baccalaureate degree from an institution other than a USF System institution and are seeking a second (post) baccalaureate degree must attend orientation as a transfer student. Students who attend the transfer student orientation have an opportunity to evaluate their experience and orientation to the University through the transfer student survey[25].

Former Students Returning and Students Seeking a Second (Post) Baccalaureate Degree Former USF System students returning to the institution are not required to attend orientation if they meet the following criteria:

- Students who have been away from USF for three terms (semesters) must reapply to the University.
- Students who have obtained a USF baccalaureate degree are not required to attend orientation.

Online Orientation

To ensure that all students have the opportunity to participate in orientation, the Office of Orientation provides online options to students with extenuating circumstances. Students must belong to one of the following categories to participate in an online orientation: deployed military with appropriate documentation; home-bound medical illness with verification of medical exemption; online degree learners with documentation of the online degree program; and student athletes that are admitted the first day of the term.

Office of Parent and Family Programs

The Office of Parent and Family Programs connects parents and family members to useful resources that support student success. Parent and Family Programs provide an important point of contact to answer questions, share information, and problem-solve with parents and family members.

To enhance communication, Parent and Family Programs uses several tools, including the *USF Parent & Family BULLetin;* the online e-newsletter published monthly for families; the Parent and Family Programs website; and social media programs Facebook and Twitter. To create a stronger connection between families and the University, Parent and Family Programs hosts the annual USF Fall Family Weekend, Family Day at the Sun Dome, the Parents Lounge during orientation, and Grandparents Day**.**

Student Government / Student Government Advising, Training, and Operations

Student Government (SG) strives to be the premier engagement opportunity at the University. SG provides the setting for all students to be equally heard and represented while enhancing each student's experience and development. SG provides over 150 student leaders, employees, and volunteers a plethora of opportunities to think critically, reflect, and mature in their understanding of differing opinions and experiences. The student leaders, employees, and volunteers in SG also develop valuable skills in team building, communication, negotiation, public speaking, organization, leadership, and student representation. SG allocates the Activity and Service fee of approximately $13 million. These fees allow for the continued student development and success initiatives through extensive student programs, services, activities, and facilities.

In order to ensure efficiency and effectiveness within the organization, SG follows USF-established operations protocol and adheres to the USF Student Government Association Title 8 Finance Code[26] governed by the SG Constitution and Statutes, and where applicable the laws of the United States of America, the State of Florida, and the University of South Florida Board of Trustees (BOT).

The Student Government Advising, Training, and Operations Office (SGATO) assists with the advising and training of the Student Government and its respective departments and committees, agencies/bureaus, and various operational procedures and services. To create more intentional and structured learning opportunities for the SG legislative members, SGATO created a leadership training and development class. The syllabus for this class is based on Emotionally Intelligent Leadership that embraces learning across three interrelated areas including context, self, and others.

The Oracle

The *Oracle* is USF's editorially independent student-run newspaper. The *Oracle* provides students an opportunity to practice the journalistic skills learned in and out of the classroom. The *Oracle* provides students an opportunity to maximize their potential for communication and critical thinking through print and online media. Editors develop leadership abilities through experiential learning at the student-run, editorially independent newspaper, which serves as a source of campus information for the University community. Editors make all content decisions and deal with the attendant responsibility.

Student account executives generate nearly 100% of the *Oracle*'s annual budget through sales of display advertising. *Oracle* student account executives seeking related professional employment upon graduation have between a 90 to 100% success rate. *Oracle* editors and

reporters work at many of the top media outlets around the country, including the *Tampa Bay Times*, the *Wall Street Journal*, CNN, and the *New York Times*.

University Scholarships and Financial Aid Services

University Scholarships and Financial Aid Services (USFAS) assist students in achieving their educational goals by providing federal, state, and institutional financial aid opportunities. USFAS is committed to early outreach and a comprehensive communication plan to educate potential and current students about all financial aid opportunities available.

USFAS ensures that information about financial aid is made available to students in an efficient, understandable, and timely manner. USFAS utilizes the USFAS website, Online Access to Student Information System (OASIS), electronic newsletters, direct communication to student emails, paper letters, and Facebook to communicate with students.

USFAS collaborated with University Audit and Compliance on expanded website offerings to include all federally mandated student consumer information[27] to ensure that students have full disclosure to this information prior to matriculation.

Student Health, Wellness, and Safety

The University's priority is the safety of all students, faculty, staff, and visitors. A focus on the health, wellness, and safety of students is critical to increasing students' capacity to learn, while supporting their lifelong commitment to their own well-being. The University has various entities that focus on the health, wellness, and safety of students on campus. These areas are from Student Affairs Wellness USF, the Division of Public Safety, and the University Police Department.

Student Health Services

Student Health Services (SHS), as funded by the USF Health fee, provides high quality primary health care and education to enhance student learning and promote lifelong success through health and wellness. SHS receives approximately 28,000 visits and serves over 11,000 students annually. SHS ensures compliance with students' rights and has a Rights and Responsibilities of Patients policy[28] posted in the SHS waiting room and online to ensure that student's rights are protected.

Students report colds and flu as one of the top 10 impediments to academic success. SHS medical professionals treat students with these conditions in a convenient, low-cost environment, while educating them in self-care and prevention. SHS also focuses on treating of minor injuries and enhancing healing and recovery to a full state of health. To help ensure the wellness of students and the USF community, SHS provides an array of services including the following:

- laboratory services
- pharmacy
- dermatology

- nutrition
- athletic training
- primary care psychology
- travel health services

The medical team at SHS serves as the public health authority for the campus, ensuring that the environment for student academic pursuit is safe and healthy. SHS ensures that students comply with the State of Florida immunization and health insurance regulations to enhance their pursuit of academic success. All newly admitted students must submit documentation that proves compliance with required immunizations. USF Policy 33-003[29] ensures that students with an address outside the United States are free from tuberculosis, protecting the public health of all. In accordance with USF Policy 6-030[30], staff physicians also provide medical oversight for the campus Automated External Defibrillator (AED) program. This program ensures that emergency equipment is available throughout campus to respond to students experiencing a medical emergency.

SHS staff members also precept students in health professions, providing clinical guidance while they gain field experience. As a result of this comprehensive array of health services, the concept of wellness is exemplified in the SHS perception of health as not merely the absence of disease but the embracing of all dimensions of wellness in a balanced, holistic life. SHS assess student satisfaction with care through a biannual satisfaction survey[31]. SHS is accredited by the Accreditation Association for Ambulatory Health Care.

Counseling Center

The Counseling Center offers comprehensive psychological services designed to enhance the personal, social, educational, and career development of University students. It provides direct services to students; serves as a setting for advanced training and applied graduate programs; and provides consultative services to academic, administrative, and other service units throughout the University. The Counseling Center directs the Center for Addiction and Substance Abuse and maintains a liaison with the State Division of Vocational Rehabilitation. The Counseling Center is fully accredited by the International Association of Counseling Services and belongs to the Association of Psychology Postdoctoral and Internship Centers. The Doctoral Internship Program in Professional Psychology is fully accredited by the American Psychological Commission on Accreditation.

The American College Health Association's National College Health Assessment reported in 2012 that six of the top 10 barriers to academic success are mental health related: stress, sleep anxiety, concerns about friends or family, relationship concerns, and depression. The Counseling Center provides a range of psychologically oriented services including individual and group counseling, psychiatric evaluation and management, the provision of psycho-educational workshop, suicide gatekeeper training, and consultation on mental health issues to various USF constituents. The Counseling Center developed an intake system involving triage evaluation of student needs in order to most efficiently assess client needs and get them connected to appropriate services.

The Counseling Center uses several forms of assessment, including the Assessment of Psychological Symptoms Form[32] (CCAPS) to indicate mental health needs; an International Student Survey[33] (to assess the needs of the international student population); a Suicide

Intervention Training Assessment[34] for students, staff, and faculty (including a pre-post assessment); and an ongoing outcomes assessment conducted one to two times per year utilizing the Counseling Center Evaluation Form (Student Satisfaction Survey[35]) to indicate student satisfaction with clinical services.

Center for Victim Advocacy and Violence Prevention

The Center for Victim Advocacy and Violence Prevention (CVAVP) serves as a safe and confidential location for students who have been victimized to explore their options and receive assistance. CVAVP provides free services for USF students who have experienced crime, violence, or abuse. Professional victim advocates provide comprehensive services and are on-call to assist victims 24 hours a day. Advocates use a psycho-educational and empowerment model by helping students identify their strengths and coping skills and by educating them about crisis and long-term reactions to trauma; the rights of crime victims; local, state, and federal laws; medical aspects of their victimization; and information on the criminal justice system. These supportive victim-centered services contribute to student retention and success. Early intervention and ongoing support can prevent the isolation, social withdrawal, and decreased ability to concentrate on academic studies that often leads to dropping out or failing in school. Students who receive direct services from CVAVP are provided the opportunity to complete a Client Satisfaction Survey[36] on the effectiveness of the program's services.

The Center has an active education and prevention program to help students learn about personal safety and violence prevention. The REAL (Relationship Equality and Anti-violence League) Program is primarily a prevention program offering workshops and class presentations to teach pro-social active bystander intervention techniques to prevent sexual and relationship violence. Students offer leadership opportunities in the REAL Program, in which male students can become peer educators and role models for other men on campus to end violence against women.

The advocates in CVAVP provide accompaniment, support, and advocacy to law enforcement offices; the Office of Diversity, Inclusion, and Equal Opportunity; and the Office of Student Rights and Responsibilities, for victimized students who report sexual misconduct and sexual harassment, including sexual battery. The CVAVP educates students about their rights and options should they become a victim of sexual misconduct or sexual harassment.

Campus Recreation

Best College Reviews: A Guide to the Best Colleges in Americanamed USF's Campus Recreation Center the #11 out of the 25 Most Amazing Campus Student Recreation Centers, the only center recognized in the Southeast. Campus Recreation offers a world-class recreation center with over 28,000 sq. ft. of cardiovascular and strength/conditioning space, six indoor racquetball courts, an indoor running track, a martial arts mat room, four basketball courts or six volleyball courts, and six aerobics/dance rooms. The center of both residential corridors offers two satellite recreation facilities offering fitness space for students and staff located in. The Campus Recreation main building also houses locker room facilities and an indoor pool for students and faculty and staff members.

Campus Recreation's facilities extend to abundance of outdoor recreational venues including tennis courts, a shaded running trail, three outdoor pools, and 13 multi-purpose recreational turf fields. Campus Recreation offers over 60 non-credit group exercise classes throughout the

week. The Intramural Sports Program offers students over 30 different activities to participate in during the academic semesters. Campus Recreation organizes structured leagues and tournaments in a diverse array of sporting activities, including flag football, softball, basketball, soccer, volleyball, badminton, floor hockey, wiffleball, and Ultimate Frisbee. In addition, the Outdoor Recreation Program offers a Borrow Our Bike program (free bike check-outs), adventure travel, outdoor gear rental and resources, and, additionally, canoeing, camping, kayaking, and disc golf at the University-owned Riverfront Park. Riverfront Park is open only to current USF students, staff, and faculty. The USF Riverfront Park is also home to a challenge course that allows student organizations, University departments, and non-University entities the opportunity to improve their team dynamics through participation in this instructor-led challenge course.

The Campus Recreation department also administers a vibrant Sports Club program that enables over 50 different student-led organizations to pursue their varied interests.

Office of Student Outreach and Support

The Office of Student Outreach and Support provides intervention, outreach, and support to students who may be troubled or who exhibit concerning behaviors. The Office implements these strategies through consultation with the concerned parties, monitoring of the situation, and active outreach and/or connection to community resources. Through outreach and intervention efforts, Student Outreach and Support seeks to identify needs, remove barriers, and enhance student success.

The Office of Student Outreach and Support offers an Emotion Management Skills group for students who are provided with case management support. The Office developed this group as a result of seeing common threads among students who were transitioning into care with outside health providers or as adjunct to their outside therapy. The focus of this group is to address the specific areas of functional need for academic success.

Student Outreach and Support utilizes two surveys to help guide the work and assess the needs of the students being served. At the end of each semester, the Office sends a follow-up survey[37] to each student who received support from the Office and then sends another referral source survey[38] to any community member who referred a student to the Office for outreach and intervention. These surveys provide feedback on the impact the Office of Student Outreach and Support has on the students served and on the broader USF community. The information is used to assess the services the Office of Student Outreach and Support provides and determine whether changes or modifications should be implemented.

Wellness Education

Wellness Education reflects USF's mission in their work, promoting health and well-being on campus, while minimizing barriers to academic and life-long success. The Wellness Education department includes experienced health educators who use evidence-based prevention and education approaches to promote holistic wellness. Wellness Education serves as a central resource for free health and wellness information for USF students, staff, and the campus community.

Wellness Education coordinates awareness events and campaigns, presentations, online programs, and individual lifestyle consultations. At the satellite Wellness Center, students can

access information and referrals related to general health and wellness, sexual health, alcohol and other drugs, blood pressure screenings, and weight management. Students can meet with a Registered Dietitian or Certified Athletic Trainer to assist with individual health goals. In addition, students and staff can relax in one of two electronic massage chairs, enjoy a quick and fun workout using our Xbox Kinect, or get a full body composition analysis using the latest InBody technology and have the results explained by a professional staff member. All of these measures are in place to help students understand the intricacies to living a healthy life.

Wellness Education regularly collects data through national assessments to determine the strategic initiatives of the office and to help ensure the overall well-being of students. Some of the information assessed includes the AlcoholEdu for College, 2012/2013 Executive Summary[39] (self-reported data), the USF Core Alcohol and Drug Survey[40], including the executive summary[41].

Wellness Education collaborates with other departments at USF to achieve a Wellness Certificate as part of the co-curricular transcript.

Substance Education and Awareness Team

The Substance Education and Awareness Team (SEAT) brings together key campus stakeholders to coordinate alcohol and other drug (AOD) prevention and education efforts on campus. Substance misuse is a significant barrier to student learning and success. By enhancing alcohol education and prevention efforts, SEAT supports a healthy environment that will further students' educational goals.

SEAT takes leadership for promoting a culture of legal and responsible use of alcohol while providing a central clearinghouse for efforts to prevent high-risk substance use. SEAT worked with Student Affairs to create a Medical Amnesty policy to encourage students to be responsible in reporting alcohol- or drug-related emergencies (USF Policy 30-004[42]). SEAT coordinates prevention efforts and educational programming as well as advocates for resources to address AOD issues among the USF community.

Division of Public Safety

The Division of Public Safety coordinates all emergency operations on campus, ensuring a safe and secure environment conducive to living, learning, and working at the University. Public Safety provides a unified command of all the USF public safety and emergency resources, ensures effective and timely communications between all safety units, and serves as the University's single point of contact and management for emergency and crisis situations. The Emergency Operations Plan[43] provides the procedures for Planning, Response, Recovery, and Mitigation on the Tampa campus.

A primary focus of USF Public Safety officials and partners is to warn and notify the public of imminent threats or hazards. USF Information Technology provides the ability to simultaneously broadcast hazard information to digital displays, mobile devices, and University external and internal websites. The University has over 20 ways to inform and warn the USF population when hazards threaten the community.

USF received StormReady recognition from the National Oceanic and Atmospheric Administration (NOAA) National Weather Service on March 1, 2012. The

University communicates campus alert and warning information through Rave Mobile Safety's RAVE Alert, a central, integrated administrative console that includes email, cellular text, indoor and outdoor digital displays, the University portal, websites (main and emergency), telephone voice alerts, and conferencing for leadership and emergency teams. This system also allows USF to provide anonymous crime-tip texting services. Currently 61,852 faculty, staff, and students are registered to receive Rave Mobile Safety Alerts across three institutions. All personnel use a sign-up process integrated with the University identity management system and are prompted every six months to update their contact information. Each institution operates a separate siren system that provides both audible tone and voice warnings. A 1-800 Hotline and social media services such as Facebook and Twitter, which reach a combined audience of more than 100,000 followers during emergency situations, are also part of USF's warning system.

Police Department

The USF Police Department (USFPD) is an Accredited Law Enforcement Agency dedicated to providing a safe environment for and in partnership with the University community. USFPD is committed to the personal and professional development of all Department members. The USF Police Department empowers students, faculty, and staff by assisting them with the development of personal safety and property security plans.

The USFPD governs under General Order IV-109[44] and General Order IV-101[45] concerning constitutional rights and complies with the provisions of the U.S. Constitution, the Florida Constitution, Florida Statutes, and Department policy in every aspect governing arrests, searches, and seizures. This Department requires by policy that officers are diligent in developing information pertinent to criminal investigations. Officers will persist until the investigation is complete or they have exhausted all reasonable avenues of inquiry.

Operating 24 hours a day, 365 days a year, USFPD officers are deployed in marked police cars, scooters, bicycles, and on foot to provide a quick response to the needs of the campus as well as a high degree of visibility.

The USFPD makes extensive programming available to educate and inform students, faculty, and staff on numerous safety and health measures.

Facilities and Services

The University is strengthened from the diversity of people, ideas, and abilities. It is increasingly important that students are exposed to local, national, and global experiences and perspectives. Therefore, Facilities and Services play a critical role in enhancing the educational mission of USF, greatly contributing to overall student success at the University. Ensuring that students have access to the appropriate facility and service is vital to their experience, engagement, wellness, retention, preparedness, and graduation from the University.

Housing and Residential Education

Housing and Residential Education (HRE) provides on-campus housing in traditional residence halls, suites, apartments, and Greek Village houses. With residential districts on the northeast and southwest corners of campus, over 5,100 residents on 80 acres call USF Tampa campus

home (Housing Stats., 2007-13[46]). With the goal of providing a comprehensive educational experience in support of student success, USF implemented a first year live-on requirement for all first time in college (FTIC) undergraduate students beginning in Fall 2009. Housing and Residential Education is dedicated to creating safe and welcoming residential communities that promote student success by focusing on facilities, education, and stewardship.

USF Tampa Housing has been on a rapid growth trajectory, expanding our facilities from 647,367 GSF in 1999 to 1.789.445 GSF in 2009 and almost doubling capacity during the same time period. Our most recent halls, Juniper-Poplar Residence Halls, opened in Fall 2009. In 2010-11, USF conducted a comprehensive housing facilities audit that identified a significant deferred maintenance challenge. The University is exploring options to replace the Andros Complex, built in the early 1960s, which is in need of significant system replacement, renovation, and repair. Part of this analysis will include development of a long-term capital investment plan to sustain the existing inventory.

HRE generates over $30 million annually from student rent and conference/guest fees. The annual HRE budget is typically $17.5 million in expenditures and $12.3 million in debt service. HRE employs over 150 full-time professionals, including custodians, maintenance technicians and trades, fiscal analysts, residence life coordinators, and staff who focus on assignments, conferences, and marketing. HRE is also one of the largest student employers on campus with over 300 student positions.

Campus Recreation

The Campus Recreation Center plays a major role in establishing a healthy, inviting campus environment that allows for the engagement of the University community. This role aligns with the University's value of having a first-class physical infrastructure. The purpose of the Campus Recreation Center is to provide a wide variety of recreational experiences and opportunities for students, faculty, and staff.

About 550,000 visits occur annually in the Campus Recreation Center. The Campus Recreation Center is approximately 180,000 GSF, with two smaller satellite fitness centers located near the residence halls to accommodate students in the various areas of campus. The latest renovation of the Campus Recreation Center occurred in 2011, using approximately $14 million of Capital Improvement Trust Funds (CITF). The renovations in 2011 included expansion of the cardio/strength floor with new cardio/strength equipment, the addition of an indoor jogging track, a new cycling studio, a personal training suite, and a new group fitness studio. Additionally, part of the funding established a brand new healthy eating establishment named Champion's Choice. Current renovations include an improved locker room for men and women as well as a renovated indoor pool. This renovation comes from CITF as well, at approximately $1.1 million. The annual expense budget to maintain the facilities and equipment associated with Campus Recreation is approximately $520,000 and an estimated $854,000 of utilities and custodial and physical plant maintenance contributions. The significant expenses spent on Campus Recreation facilities and services augment the robust programming available to USF students. It is imperative the students have a safe, sanitary environment capable of delivering high-value recreational services to the students that meet American College of Sports Medicine (ACSM) national standards.

The Campus Recreation Center generates approximately $550,000 in revenue each year that is used for operational expenses and some salaries. The sale of Campus Recreation Center

memberships to faculty and staff primarily generates revenue, but rentals to non-University entities utilizing the various Campus Recreation facilities also contributes to revenue.

Marshall Student Center

The Phyllis P. Marshall Student Center (MSC) is a 233,000 sq. ft. facility that hosts over 20,000 reservations annually and serves as the living room for the University. Recognized as a 2012 Honorable Mention in the Education Design Showcase, sponsored by *School Planning & Management* and *College Planning & Management* magazines, the MSC aspires to be the "premier host for the USF Community." The MSC is a vibrant gathering place that strengthens a person's connectivity to USF, cultivates a sense of community, and hosts campus traditions by providing exceptional facilities, event services, and student employment opportunities.

The building operates with 21 custodial and four maintenance team members. Their salary is covered through an annual Activity & Service (A&S) fee allocation. The MSC has 383 student employees[47], one of the largest student employers on campus. Student employee positions range from building managers to set-up crew, and their salaries total over $700,000.

A&S fees and Auxiliary revenue fund the MSC, and approximately 60% of the total MSC budget comes from A&S fees. The utilities, waste, and fuel costs are estimated at $1,160,000 annually. Event management fees, a percentage of dining sales, and retail lease agreements primarily generate a revenue of approximately $2,000,000.

Student Health Services

Student Health Services (SHS) serves approximately 12,200 students annually with 29,100 student visits. SHS generates approximately $850,000 annually in revenue from insurance collections and from fees charged for procedures and supplies. These unrestricted funds are disbursed throughout Student Affairs and utilized to fund various areas, positions, or required programs. The SHS facility is approximately 35 years old. In 2011 SHS did a minor renovation of floors and walls, spending approximately $200,000 on carpenters, electricians, and painters. The annual budget for maintenance and renovation is $20,000 to $30,000, which includes boiler maintenance, alarm maintenance, painting, and minor remodeling by carpenters. In addition, SHS contracts for custodial services that cost approximately $26,100 annually. These expenditures are necessary to deliver clinical care in a safe and sanitary environment and to maintain the Accreditation Association for Ambulatory Health Care (AAAHC) accreditation status.

In addition, SHS rents space from the MSC for the provision of pharmacy services and from the Barnes & Noble campus bookstore for administrative offices.

Graduate and Professional Student Services

The University strives to provide our graduate and professional student community with resources, support, and information that assist with their educational, personal, and professional development and goals. The University strives to ensure the graduate culture meets the needs of students and has therefore developed and implemented support programs to achieve this goal.

Graduate students have access to and are served by several general student support services including University Scholarships and Financial Aid, International Affairs, Housing and Residential Education, Campus Recreation, the Counseling Center, Students with Disabilities Services, Student Health Services, the Marshall Student Center, and the Writing Center. In addition to the services provided from these offices and areas, the Office of Graduate Studies and the Morsani College of Medicine also provide specific student support services.

The Office of Graduate Studies

Orientation

The Office of Graduate Studies (OGS) offers a comprehensive orientation for new students each fall and spring semester. The orientation includes pertinent graduate policies, resources, and student success advice. The orientation also includes a resource fair in which the student support services, departments, and other areas provide students with information and direct interactions.

Student Success Workshops

OGS provides a wide array of graduate student success and professional development workshops to enhance student success. OGS offers workshops each semester that are free and open to all graduate and professional students. Workshops range from "Interview Skills" to "Preparing for a Faculty Position." In addition, OGS has developed a summer course designed to ensure that incoming students have the necessary skills and information to be successful. To promote student success more broadly, OGS has an Assistant Director for Graduate Student Services who serves as a liaison between campus resources and graduate students.

Graduate and Professional Student Council (GPSC)

The Graduate and Professional Student Council (GPSC) strives to foster interdisciplinary interaction between graduate and professional students across the various graduate programs at the University through academic, community-service, and social events. GPSC provides a voice for graduate and professional students through representation on University-wide committees and advocates for graduate students' interests with Student Government and the USF administration. The goal of GPSC is to ensure that a vital, engaged, and informed graduate student community exists on the USF campus.

Graduate School Times Newsletter

OGS publishes a *Graduate School Times Newsletter*[48] each semester that highlights current news, upcoming events, and student successes. Students have access to the newsletter through the OGS website and receive emails from OGS as new issues are released. OGS also posts events in the e-Newsletter *Note-a-Bull*, published through Student Affairs, to help USF students, faculty, and staff publicize student events, programs, or announcements.

Academy for Teaching and Learning Excellence (ATLE)

Graduate students are eligible to participate in workshops offered by the Academy for Teaching and Learning Excellence (ATLE). The ATLE provides support for the instructional mission of student success by supporting faculty in their roles as teachers and mentors to students. ATLE offers teaching also workshops, both mandatory and elective, to graduate teaching assistants.

Research Funding Website

OGS maintains a comprehensive database of graduate student education and research-funding opportunities that help students identify and apply for funding to support their education and research. This database is augmented by the Office of National Scholarships, which maintains a searchable database. OGS produces targeted email announcements to students when funding opportunities are available and offers workshops specific to funding, grant writing, and research throughout the semester.

Fellowships/Scholarships

Each year OGS provides over $2 million in competitive and need-based fellowships and scholarships to support graduate students. In addition, the Office hosts fellowship cohort meetings each semester for fellowship recipients during which OGS staff disseminate important information, share resources, and track student progress. Select students who receive graduate student diversity awards also attend a summer program to better prepare them for their academic responsibilities.

Graduate Student Ambassadors

Graduate Student Ambassadors are graduate students who help OGS gauge the academic environment across the University. These students meet with an administrative team member to discuss graduate student needs and concerns, serve on University committees, and work with OGS on various events such as orientation and research symposia. Graduate Student Ambassadors advocate on behalf of all graduate students at USF.

The Morsani College of Medicine

The Morsani College of Medicine has its own Office of Student Affairs, which operates as a unit within Educational Affairs. The Morsani College of Medicine, Office of Student Affairs provides specialized services for students in the two Doctor of Medicine (MD) and one Department of Physical Therapy (DPT) programs. In addition, the Office of Student Diversity and Enrichment (OSDE) provides some student services. The websites for the Office of Student Affairs and the School of Physical Therapy and Rehabilitation Services (SPTRS) outline all of the services provided for students. A satellite office of Student Affairs is located at the Lehigh Valley Health Network (LVHN) in Allentown, Pennsylvania, where students from the Scholarly, Excellence, Leadership Experiences, Collaborative Training (SELECT) program spend years three and four of the MD curriculum. Both the MD and DPT programs have a Student Handbook that further describes the many services. Student Affairs and the Office of Graduate Studies in Academic Affairs serve students in the Colleges of Nursing and Public Health. The recently created College of Pharmacy has its own Office of Student Affairs, which serves that college's students.

Educational Affairs is comprised of five units, including the Office of Educational Affairs, the Office of Admissions, the Office of Student Diversity and Enrichment, the Office of Student

Affairs, and the Office of the School of Physical Therapy and Rehabilitative Services (physical therapy students only). These units work together to provide students in medicine and physical therapy an open culture of accessibility to faculty, patients, and technology through a challenging curriculum with diverse educational experiences. Upon graduation, students possess the skills and confidence as leaders in the ever-changing business of health care. This goal is accomplished through service to our students in support of academics, personal accomplishments, and mental and physical wellbeing.

Admissions

The Office of Admissions and the Medical Student Selection Committee oversee admission to the MD program. Both of these offices screen applicants, and the Medical Student Selection Committee makes admission decisions. Currently the Committee accepts 176 students annually through two separate processes, one for the Core MD program (120 students) and a second process for the SELECT program (56 students). Both processes use a holistic approach to admissions by reviewing academic performance, MCAT testing, life experiences, medical experiences, humanistic attitudes and values, contribution to diversity of the student body, and motivation for a career in medicine. The American Medical College Application Service, a national admissions service, administers initial applications. The Medical Student Selection Committee reviews the Core MD program applicants, and applicants to the SELECT program must undergo an emotional intelligence interview that focuses on leadership qualities.

A faculty review committee in the School of Physical Therapy and Rehabilitation Sciences administers admissions decision for applicants to the Department of Physical Therapy Program. The committee admits 36 new students annually.

Academic Advising and Support

The Office of Student Diversity and Enrichment has programs that support students prior to entry into medical school. These programs include a series that targets middle school students, high school students, and undergraduates. In addition, two programs help students who are specifically on a track to start medical school. The Interdisciplinary Master's of Medical Sciences is a one-year curriculum for students who show great promise for medical school but have some academic deficiency. Additionally, the Office of Student Diversity and Enrichment presents a pre-matriculation program for "at risk" students to help them prepare for medical school following acceptance in the summer prior to their matriculation. The Office also directs students experiencing difficulty with national standardized tests to outside academic resources to help improve performance.

Personal Counseling and Mental Health Support

Students experiencing personal or mental health challenges have several confidential options for support. Students are referred to or choose their own resources, including the Health Enhancement for Life-long Professional Students (HELPS) program and an off-campus confidential student assistance program. HELPS is a firm of psychologists and sociologists that assist students who have substance abuse problems. HELPS has a phone line dedicated to USF Morsani College of Medicine students 24 hours a day, seven days a week. HELPS also publishes an online quarterly wellness newsletter for students. Alternatively, students may use the University's Counseling Center or go to one of two counselors (psychology graduate

students who are supervised by a clinical psychologist) who are at the medical center campus and dedicated to serving Morsani College of Medicine students. All of the services noted above are described in the MD Program and DPT Student Handbooks.

In addition, the Morsani College of Medicine has a student-run Wellness Council that implements activities related to areas of student well-being and publishes an online Wellness Newsletter two to four times annually, providing tips on stress reduction, healthy lifestyles, and general wellness.

Career Counseling

The Office of Student Affairs has extensive resources and programming available to students to assist them with residency or alternative career selection. The Career Counseling Program for MD students has 11 physician career advisers and numerous medical specialty advisors. The Careers in Medicine program managed by the Association of American Medical Colleges (AAMC) provides the majority of this information. Advisors guide and carefully monitor students as they work through the residency matching program.

The Director of the School of Physical Therapy and Rehabilitation Sciences, the Director of Clinical Services, and additional faculty in the college advise Physical Therapy students on career selection. Students follow different paths, including internships, additional education, or entry into the job market.

Disability Services

Students with Disabilities are assisted by the Student Affairs Office of Students with Disabilities Services (SDS) in coordination with the Morsani College of Medicine Office of Educational Affairs and the Office of Student Affairs. If students request examination accommodations with appropriate documentation, Students with Disabilities Services collaborates with the appropriate offices to ensure student accommodations.

Financial Aid

The Office of Financial Aid guides students through the financial aid application process and assists with the identification of scholarship opportunities. The Office manages financial aid loans and scholarship distributions for approximately 86% of the students in the MD and DPT programs. All students who require financial assistance meet with the director or specialist annually to complete an exit interview prior to graduation. The Financial Aid Committee of the Wellness Council offers additional group meetings for financial advice throughout the year, and students can also request additional financial aid advising on an individual basis.

Fitness Center

The College of Medicine maintains a Fitness Center for students, faculty, and staff with free weights and numerous machines for training. The College promotes the health and well-being of all faculty, staff, and students. The Center is available by key card entry from 6:00 a.m. to 11:30 p.m.

Office of Student Affairs

The Office Student Affairs (OSA) is dedicated to enhancing the lives of all students as they progress through the MD program. The Office provides numerous services and guidance to students. OSA communicates official messages to students through their University email account and the Student Affairs website. OSA has 47 organizations and supports the various organizations by providing financial support for students to travel to regional and national meetings for leadership development, research presentations, and other educational experiences.

Student Health

Students in the Morsani College of Medicine are required to purchase health insurance because of the risks associated with working in clinical settings. Although they have the same access as all other students to the University's Student Health Services (SHS), they may also be seen at the SHS central campus facility or in the Family Medicine Clinic at the USF Health Morsani Clinic Building.

Student Satisfaction

Graduating seniors participate in a Graduation Questionnaire administered by the Association of American Medical Colleges. Data from the past five years show that the vast majority of students are Satisfied or Very Satisfied (80% of responding students) with student services including financial aid counseling, personal support, student health services, and career counseling.

2.11.1 The institution has a sound financial base and demonstrated financial stability to support the mission of the institution and the scope of its programs and services. (Financial resources)

Compliance Status: Compliant

The University of South Florida (USF) has a solid financial foundation that more than adequately supports its mission of teaching, research, and community engagement (see USF Strat. Plan, 2013-18, Missions and Vision[1]). The information that follows is based on audited annual financial statements for the five fiscal years ended June 30, 2009, through June 30, 2013 (USF Fin. Audit, YE 2013[2]; USF Fin. Audit, YE 2012[3]; USF Fin. Audit, YE 2011[4]; USF Fin. Audit, YE 2010[5]; USF Fin. Audit, YE 2009[6]).

Governance and Fiscal Oversight

In July of 2001, the Governor of Florida appointed a 13-member Board of Trustees for each public university. The USF Board of Trustees (BOT) thus became the governing body for USF. The BOT is responsible for making cost-effective policy decisions, implementing and maintaining high-quality education programs consistent with the University's mission, measuring

University performance, and providing input regarding compliance with state policy, budgeting, and education standards. The BOT sets policy for the University and serves as its legal owner and final authority. As the "public body corporate" for the University, the Board holds the University's financial, physical, and human assets and operations in trust and is responsible for efficient and effective use of resources. It must ensure the performance of all duties assigned by law, rules, and regulations of the Florida Board of Governors (BOG). The BOT, pursuant to Florida Statute 1004.28[7], provides budget and audit review (to be more clearly defined in a latter section) and oversight of University Direct Support Organizations and establishes the conditions with which they must comply in order to use property, facilities, or personal services at the University. The Board may adopt rules, regulations, and policies consistent with established laws and the University's mission and strategic plan. Board members establish policy and assess the implementation of Board policies (Op. Proc. USF BOT, Article I, sec. D[8]). Additional information on USF's Board is provided in *Core Requirement 2.2 (Governing Board).*

In 2001, the Florida Legislature also established that USF St. Petersburg (Florida Statute 1004.33[9]) and USF Sarasota/Manatee (Florida Statute 1004.34[10]) will each "be operated and maintained as a separate organizational and budget entity of the University of South Florida and that all legislative appropriations" for those campuses will "be set forth as separate line items in the annual General Appropriations Act." The statute language further states that USF St. Petersburg and USF Sarasota/Manatee shall have a Campus Board appointed by the USF BOT. The powers and duties of the Campus Boards (for USF St. Petersburg and USF Sarasota/Manatee) include the review and approval of an annual legislative budget request and the review and approval of an annual operating budget, which are then to be submitted for review and consultation by the USF BOT.

In November of 2002, State of Florida voters passed an amendment to the State Constitution (Const. St. Fla., Article IX, sec. 7[b][11]) that established that the Florida BOG would oversee all the university Boards of Trustees. The duties of this BOG include accounting for expenditure of funds appropriated by the Legislature for the State University System (SUS), submitting a budget request for legislative appropriations, and adopting strategic plans for the SUS.

The University's financial structure includes a Chief Operating Officer (COO) who reports directly to the President (Org. Chart, Gov. & Admin., COO[12]). Reporting to the COO, the Chief Financial Officer (CFO) is responsible for an organization that includes the University Budget Director, Controller, and Treasurer. In addition, the University has formed a Finance and Audit Advisory Council that includes key constituents (including faculty) who advise on items to be reported to the BOT.

These three entities (the BOG, the BOT, and the University's financial structure) work in concert to execute the University's financial responsibilities and to provide fiscal oversight to ensure the expenditure of funds in support of the University's mission.

Balance Sheet and Operating Results

As of June 30, 13, USF's assets totaled $1.4 billion, compared to liabilities of $288 million. University net position totaled $1.1 billion, of which $349 million or 31% are liquid unrestricted ($260 million) or expendable funds ($89 million).

These balance sheet resources are substantial given that they were impacted by a $118 million transfer of assets of the former USF Lakeland Campus to the newly formed Florida Polytechnic University during the fiscal year ended June 30, 2013.

Also important to note is that USF's balance sheet is further enhanced by assets held by discretely presented component units, which are discussed later on in this narrative.

FIGURE 2.11.1 (1) Total Assets ($1.407 Billion)
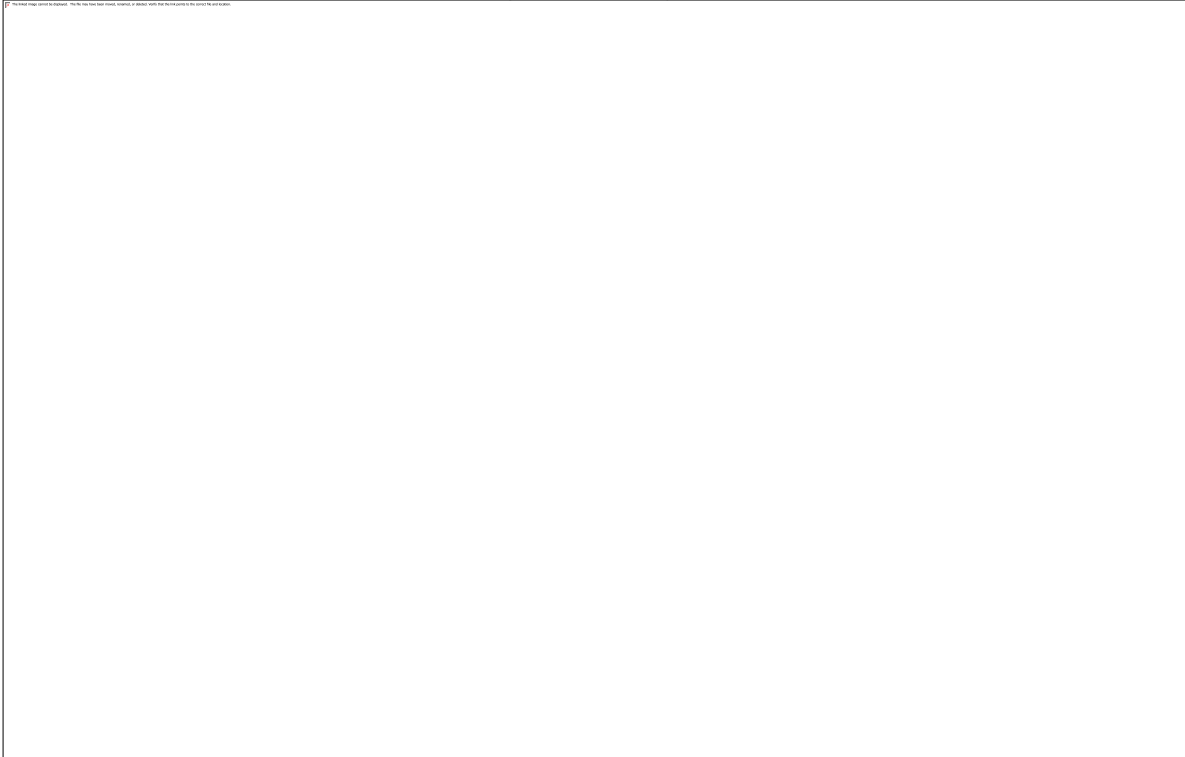Source: Financial Audits, University of South Florida, FY 2013
($ in millions)

FIGURE 2.11.1 (2) Total Assets
Source: Financial Audits, University of South Florida, FY 2009-13
(in millions)

FYE 6/30/09	FYE 6/30/10	FYE 6/30/11	FYE 6/30/12	FYE 6/30/13
$1, 507	$1,605	$1,638	$1,588	$1,407

FIGURE 2.11.1 (3) Total Liabilities and Net Position
Source: Financial Audits, University of South Florida, FY 2013
($ in millions)

FIGURE 2.11.1 (4) Total Liabilities and Net Assets
Source: Financial Audits, University of South Florida, FY 2009-13
(in thousands)

	FYE 6/30/09	FYE 6/30/10	FYE 6/30/11	FYE 6/30/12	FYE 6/30/13
Total Liabilities	$341,320	$338,361	$337,403	$314,834	$287,728
Unrestricted Net Position	$289,342	$317,539	$348,604	$294,608	$259,792
Restricted Net Position	$308,929	$266,100	$161,089	$148,258	$89,554
Capital Net Position	$567,361	$683,449	$790,512	$830,617	$769,948
Total Net Position	$1,165,632	$1,267,088	$1,300,205	$1,273,483	$1,119,294
Total Liabilities and Net Position	$1,506,952	$1,605,449	$1,637,608	$1,588,317	$1,407,022

Demonstrating Financial Stability

The USF financial foundation results from a governance system that enables sound fiscal management and prudent use of University resources. As an overall indication of the University's financial strength, Standard & Poor's recently affirmed the University's rating of AA-(Standard and Poor's Ratings[13]), and Moody's (Moody's Investors Service rating[14]) affirmed their rating of Aa2 (USF is one of only three Florida public universities to achieve this rating).

USF also demonstrates long-term financial strength through the following critical measurements of operating performance:

- Net Operating Margin
- State Appropriations vs. Student Tuition and Fees
- Unrestricted Resources to Operations
- Current Ratio
- Debt Services to Operations

Detailed information on USF's Financial Stability is provided in *Comprehensive Standard 3.10.1 (Financial Stability)*.

Operating Performance

Net Operating Margin ($)

USF employs a budgetary process that balances ongoing operating needs with investments in strategic initiatives. The effectiveness of these procedures is measured by a strong net operating margin. During the last five years, USF has maintained an average 88% net operating margin.

FIGURE 2.11.1 (5) Net Operating Margin
(Operating Revenues + State Appropriations / Operating Expense + Interest Expense)
Source: Financial Audits, University of South Florida, FY 2009-13

State Appropriations vs. Student Tuition and Fees

State Appropriations (General Revenue and Lottery distributions) and Student Tuition combine to form the University's State Education and General budget (E&G). Over the course of the past five years, the global economic downturn has resulted in reduced revenue for the State of Florida, which has translated to reduced allocations of general revenue and lottery appropriations to USF. Throughout this period of financial challenge, the University has acquired additional resources through BOT-authorized tuition and fee increases. This BOT-controlled operating revenue now represents a larger share of the overall E&G budget (along with fees), which stabilizes the financial position of the University.

FIGURE 2.11.1 (6) State Appropriations vs. Student Tuition and Fee Revenue
Source: Financial Audits, University of South Florida, FY 2009-13
($ in millions)

Balance Sheet Position and Capitalization

Unrestricted Financial Resources to Operations (x Coverage)

At the end of fiscal year 2013, USF's unrestricted net assets could fund nearly 36% of annual operating expenditures, which is better than Moody's median of .28x for Aa2-rated public universities (Moody's FY 2012 Medians[15]).

FIGURE 2.11.1 (7) Unrestricted Resources to Operations
Unrestricted Net Position / Total Operating Expenditure
Source: Financial Audits, University of South Florida, FY 2009-13

Current Ratio (x Coverage)

USF's current ratio has been on average 3.8x for the past five years, which demonstrates that the University has significant liquid reserves (cash, short-term investments, receivables) to fund current operating needs.

FIGURE 2.11.1 (8) Current Ratio
(Current Assets / Current Liabilities)
Source: Financial Audits, University of South Florida, FY 2009-13

Credit Profile

Unrestricted Resources to Debt (x Coverage)

This basic measure of financial health exhibits USF's ability to repay all outstanding obligations immediately using unrestricted net assets. USF's fiscal year 2013 ratio is .85, which significantly exceeds both the Moody's Aa2 and Aa3 medians of 0.65x and 0.51x, respectively.

FIGURE 2.11.1 (9) Unrestricted Resources to Debt (x Coverage)
(Unrestricted Financial Resources / Total Long-Term Debt University & Component Units)
Source: Financial Audits, University of South Florida, FY 2009-13

Debt Service to Operating Expense (%)

For fiscal year 2013, only .43% of USF's operating budget represented debt service expense, as compared to Moody's Aa2 and Aa3 medians of 3.80 and 4.00, respectively. This indicates that USF's operating budget is significantly less leveraged than peer institutions, leading to greater flexibility to support operations.

FIGURE 2.11.1 (10) Debt Service to Operating Expense (%)
(University Only)
(Debt Service (Principal and Interest) / Operating Expenditures)
Source: Financial Audits, University of South Florida, FY 2009-13

Direct Support Organizations

Pursuant to Florida Statute 1004.28[7] and BOG Regulation 9.011[16], the BOT has established separate, not-for-profit corporations that are organized and operated exclusively to assist USF achieve excellence by providing supplemental resources from private gifts and bequests and valuable education support services. The Statute authorizes these organizations to receive, hold, invest, and administer property and to make expenditures to or for the benefit of the University. Additional information on externally funded or sponsored research and program is provided in *Comprehensive Standard 3.10.4 (Control of Sponsored Research/External Funds)*. Some of the larger of these organizations and their purposes follow:

USF Foundation, Inc. (USFF)

USFF accepts, invests, administers, and distributes private gifts given for the funding of activities and facilities directly related to the mission, role, and scope of USF. USFF has created two pools for the investment of funds on a consolidated basis. The endowment pool employs a long-term investment strategy ideal for the perpetual nature of endowments. The operating pool was created to provide liquidity and to be a source of funds to meet planned or anticipated expenses for current operations. USFF's endowment and operating pool were reported as $391.7 and $73.7 million, respectively, on June 30, 2013 (USFF Fin. Stmt. YE 2013 & 2012[17]). The endowment pool is the third largest endowment of the 12 public universities in the state of Florida (NCSE Endow. Mkt. Vals. 2013[18]).

Capital Campaign

In October 2009, USF publicly launched its USF: Unstoppable Campaign with the goal of raising $600 million. As of June 30, 2013, the campaign surpassed its goal with a record-setting $621 million raised from over 145,000 donors. With more than $75 million raised for student scholarships, $34 million for faculty chairs and professorships, and $325 million to support academic program enhancements, the campaign has made a difference in the lives of USF students and faculty as well as the community at large (USF: Unstoppable Jul. 26 PR [19] and USF: Unstoppable Nov. 18 PR[20]).

In November 2013, USFF announced a five-year extension to the campaign, complete with a new goal of $1 billion.

University of South Florida Research Foundation, Inc. (USFRF):

USFRF provides a means by which inventions and works may be developed, protected, applied, and utilized so that the results of USF research will be made available to the public and funds will be made available from the commercial application of inventions and works to be dedicated to the benefit of USF and shared with the inventor/author. In addition, the USFRF operates the USF Research Park. The USFRF holds $28.2 million in cash and investments to support the University and was able to generate a net income of $3.3 million (USFRF Fin. Stmt. YE 2013[21]).

University Medical Service Association, Inc. (UMSA)

UMSA, a Faculty Practice Plan as provided for in BOG Regulation 9.017[22], provides educationally oriented clinical practice settings and opportunities through which faculty members provide health and medical care to patients as an integral part of their academic activities and their employment as faculty. Because these faculty practice activities generate income, USF is authorized to regulate fees generated from faculty practice and maintain the Faculty Practice Plan for the orderly collection and distribution of fees. The Faculty Practice Plan generates $125.9 million in clinical revenue, $46.4 million in contract and grant revenue, and $187.3 million in total revenue in order to support the University's Medical School. The Faculty Practice Plan has $59 million in cash and investments, which is approximately 31.2% of annual operating expenses, providing a significant cushion of reserves (Fin. Stmt. YE 2013 & 2012, UMSA[23]).

Capital Investment and Renewal

Capital Expenditures to Operating Expenditures (%)

For the past five fiscal years, USF's annual capital expenditures have averaged approximately 8.7% of total operating expenditures. USF's ratio indicates sufficient funding of facilities to support programmatic and student-life needs. The public university median is 11.0%, as calculated in the Strategic Financial Analysis for Higher Education by Prager, et al. (2010), using the same universe of schools to calculate the median. In two out of the last three years, the University's average has exceeded the 11.0% benchmark.

FIGURE 2.11.1 (11) Capital Expenditures to Operating Expenditures (%)

(Capital Expenditures / Operating Expenditures + Interest Expense)
Source: Financial Audits, University of South Florida, FY 2009-13

Capital Expenditures to Depreciation (x Coverage)

This ratio, called the physical asset reinvestment ratio, measures the extent to which USF funds capital renewal and replacement compared with facilities usage represented by depreciation. A ratio less than 1.0x indicates that renewal and reinvestment in campus facilities is underfunded.

For the past five fiscal years, USF's annual capital expenditures for depreciable capital assets averaged over 1.91x annual depreciation expense.

FIGURE 2.11.1 (12) Capital Expenditures to Depreciation (x Coverage)
(Additions to Depreciable Capital Assets/Depreciation Expense)
Source: Financial Audits, University of South Florida, FY 2009-13
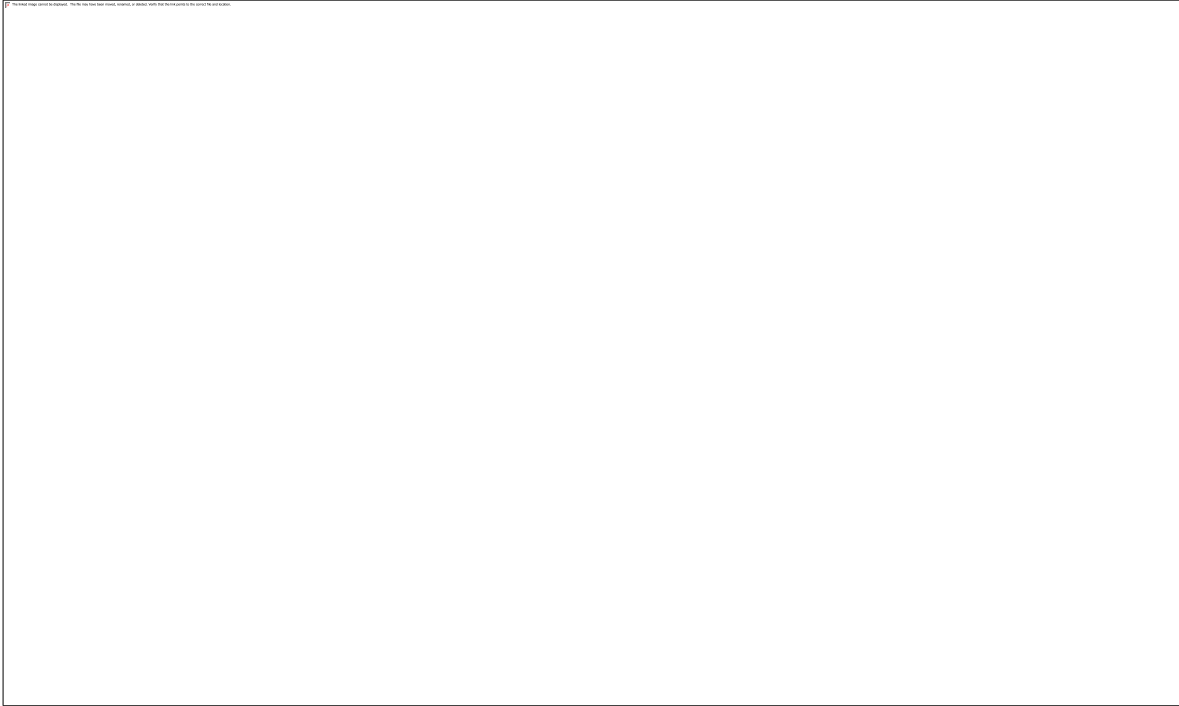
Tuition Discounts

USF's tuition discounts are funded by the Provost and Executive Vice President's Educational and General Scholarship Fund (E&G), state-authorized waivers in a student tuition trust fund, the USF Foundation, and student tuition and fees. USF budgets for institutional scholarships, tuition discounts, and waivers in the operating budget, and actual award amounts are controlled by the budgeted amounts. Undergraduate waivers are issued to students who meet preset criteria to qualify by the Office of Admissions and the Office of Freshman Academic Advising Services. Graduate tuition waivers are issued to graduate assistants who meet specified criteria by the Office of Graduate Studies.

FIGURE 2.11.1 (13) Actual Student Tuition Discount Expenditures
(Actual Student Tuition Discount Expenditures, FY 2009-13
($ in millions)

Source: USF BANNER Student System Query

Annual Budget Process

Florida Statute 216.023[24] requires each agency in state government to submit a legislative budget request (Leg. Bdgt. Req., 2014-15[25]) to the Florida Legislature and Governor based on the agency's independent judgment of needs. State appropriations, student fees, and other revenue fund the SUS operating budget.

The process includes the following activities:

- Legislative budget requests for appropriated funds are submitted to the Florida BOG to be incorporated into the SUS budget request to the Governor and Florida Legislature.

- Enrollment plans and degree plans are submitted to the state and used as the basis for enrollment-growth funding in the legislative budget request.

- Information regarding new facilities and other cost-to-operate issues are submitted for Public Education Capital Outlay (PECO) requests.

- Staff at the BOG review the budget requests for all of the Florida public universities and develop a recommendation for approval by the Florida BOG. Upon approval, the request is submitted to the Governor and the Florida Legislature.

- The Governor presents a proposed budget, typically in late January, for the year beginning the following July.

- During the regular Florida legislative session, typically between March and May, the Legislature finalizes a budget and submits it to the Governor for final approval. The Governor then has approximately three weeks to approve the budget or veto items on the General Appropriations Act before it becomes law.

USF's budget process is a multi-pronged annual operating plan that allocates resources to the entire University, including all funds and direct-support organizations. Concurrent with the State of Florida process, USF's Budget Office and the University CFO are responsible for coordinating the preparation of the University-wide annual operating budget, the annual capital outlay budget, the submission of numerous budget and fiscal reports to the BOG, and monthly performance reports and monitoring. USF's operating budget cycle begins in April for the following fiscal year. Pursuant to BOG Regulation 9.007[26], the BOT approves the budget prior to submission to the BOG for its approval and inclusion in the statewide budget (BOT Meeting Agenda, 06.05.14, p.2[27]; BOT Meeting Minutes, 06.05.14, p.3-4[28]). The instructions for budget preparation and a budget calendar are posted on the Budget Office webpage (Bdgt. & Pol. Anal. 2014-15[29]).

All USF stakeholders are involved in some facet of preparation, consultation, and oversight of the budget process. These stakeholders include the college deans, Student Government, area budget managers, executive area budget managers, the Office of Decision Support, senior staff members, boards of directors of the various direct support organizations, and the BOT.

2.11.2 The institution has adequate physical resources to support the mission of the institution and the scope of its programs and services. (Physical resources)

Compliance Status: Compliant

The University of South Florida has the physical resources to support the mission[1] of the institution and the scope of its programs and services utilizing both on and off campus space.

USF main campus has over 270 buildings with over 10 million gross square feet of building space spread across some 1,560 acres (Physical Facilities Space File: Site Inventory Report[2]), offering a rich campus life environment that is conducive to living, learning and working. The main campus[3] is located on a one mile by one and a half mile block of land, bounded on three sides by major arterial roadways that provide easy access. In addition to the

primary land where most campus buildings reside, the University also owns an equivalent amount of land just north of the primary campus, which holds the USF Golf Course, USF Riverfront Park and the USF Forest Preserve[4]. Facilities for the College of Marine Sciences[5] are located on the waterfront in St. Petersburg. This location provides the college faculty with convenient access to waterways for their research needs. Through a partnership with Tampa General Hospital, USF physicians and residents practice at the USF Health South Tampa Center for Advanced Healthcare[6].

The Physical Facilities Space File: Building Inventory[7] provides a comprehensive list of the buildings on the USF campus, along with the date each building was occupied, building construction type, gross and assignable square footage, and the building condition. Information on control of physical resources is provided in *Comprehensive Standard 3.11.1 (Control of Physical Resources)*.

In the last five years, USF has increased its building gross square footage through new construction of the following buildings:

- Interdisciplinary Sciences Building, 258,202 GSF
- School of Music Building, 151,198 GSF
- Kiran C. Patel Center for Global Solutions, 77,068 GSF
- Testbed Assistive Rehab Robotics Building, 3,405 GSF
- Center for Advanced Medical Learning & Simulation, 90,290 GSF
- Morsani Center for Advanced Healthcare, 234,342 GSF
- USF Health Faculty Office Building, 99,094 GSF
- Marshall Student Center, 305,689 GSF
- Juniper-Poplar Residence Halls, 352,690 GSF
- Recreation & Wellness Center Expansion, 57,819 GSF
- Southeast Dining Facility ("Champions Choice"), 14,608 GSF
- Southeast Chiller Plant,10,598 GSF
- Beard Parking Garage, 627,199 GSF
- Muma Basketball Practice Center, 59,669 GSF

In addition to the newly constructed facilities, the University acquired the Byrd Alzheimer's Institute, which provided an additional 110,893 GSF, and made extensive renovations to its Athletics district. Major improvements were made to the Athletics fields, including the construction of the Muma Basketball Practice Center, the Football practice complex, a soccer stadium, a track stadium, and a baseball and softball complex. The Sun Dome arena underwent a $36 million renovation.

Although most of USF's facilities on the Tampa campus are devoted to teaching, research, and offices, the University also has many ancillary facilities, including:

- student housing facilities with 5,500 beds;
- 18 dining locations;
- eight retail outlets, including two campus bookstores;
- a student health center;
- a student union;

- two on-campus child care facilities;
- a campus recreation center and seven outdoor recreation facilities;
- athletic facilities;
- a campus information center; and
- four parking garages supplying 5,909 parking spaces of USF's total of 20,809 spaces.

A comparison[8] of USF's main campus classroom and teaching lab facilities with other universities in the Florida State University System (SUS) provides evidence of the adequacy of USF's physical resources to support the mission of the institution and the score of its programs and services.

Off-Campus Locations

The University owns or leases space in several off-campus locations that include the following:

- The Center for Advanced Medical Learning & Simulation [9](CAMLS) is a 90,000 square feet, three story facility, located in downtown Tampa. CAMLS is designed to lead health care transformation through inter-professional education, training, and innovation.

- USF Health South Tampa Center for Advanced Healthcare[10], located on the Tampa General Hospital Campus on Davis Island, is a seven-story building with 126,000 square feet. The facility combines world-class health care with a state-of-the-art building designed to facilitate learning in health teams.

- The USF Research Foundation, a not-for-profit, direct-support organization (DSO), owns and operates the USF Research Park of Tampa Bay, which includes four buildings with a total of 240,015 net assignable square feet. The USF Office of Research and Innovation and several academic departments lease space in the USF Research Park.

- USF at Lakeland is located in Polk State College facilities. USF will "teach out" all degree programs and continue to provide a full array of academic and student support services for students of the former USF Lakeland Campus through summer 2015.

- USF Health partners with healthcare professionals and facilities[11] throughout the region. These multiple locations give patients easy access to the best experts for patient care and provide diverse educational opportunities for medical students and residents.

When adequate space is not available to support the accomplishments of the university's programs, procedures are in place to lease public or private property and ensure that leased property is appropriately maintained as part of the leasing contract. (Board of Governors Leasing Regulation 17.001[12]) (USF Leasing Regulation 4.012[13])

Comprehensive Standard 3.11.3 (Physical facilities) provides additional information about off-campus locations.

Planning and Utilization

Florida Statutes 1013.30(3)[14] and Board of Governors Regulations 21.202(4)[15] require every institution in the Florida State University System to develop and adopt a ten-year master plan. The Master Plan is updated every five years and is approved each review cycle by the University Board of Trustees (BOT Agenda 12.08.11[16]) (BOT Minutes 12.08.11[17]). USF conducted its last Master Plan update in 2010. The USF Master Plan[18] provides a long-range planning tool for identifying USF's facilities needs over a ten-year horizon. The Master Plan is current and available on the Department of Facilities Planning and Construction website[19]. When the campus master plan is adopted, the University negotiates and enters into a campus development agreement with the host local government.

The master plan projects new facilities construction, major facilities renovations, and land acquisitions necessary to ensure the University has adequate space and facilities to meet the needs of increasing enrollments, program expansions, and new program offerings. Supporting data for the master plan includes items such as enrollment and enrollment projections, current building inventory and space utilization to ensure that current space is being correctly utilized and to plan for the future (Master Plan Supporting Data Future Use[20]).

In the Spring 2014 semester, workgroups were established in preparation for the scheduled five-year update of the master plan to reaffirm the ten-year building project list and programmatic space needs included in the campus master plan. It is expected that in August 2015, the campus master plan update will be completed.

Florida Statute 1013.31 [21]establishes a requirement that the University conduct an Educational Plant Survey every five (5) years to evaluate current educational and ancillary resources and to determine and prioritize future needs to continue to provide appropriate educational programs and services for each student based on projected FTEs approved by the Florida Board of Governors. USF conducted its last Educational Plant Survey[22] during FY 2011-2012, and it projects future space needs based on projected FTEs for 2016-2017. The next Educational Plant Survey will be conducted during FY 2016-2017.

The Educational Plant Survey is a two-part process involving peer review and space needs assessment. They survey includes an inventory of existing educational and ancillary facilities. During the first phase of the survey process, the peer review team physical surveys all new construction and remodeling projects and reconfirms existing facilities by building and apace factors, including off-site facilities. As part of the survey process, the University compares the current space inventory to formula-driven totals by space category for all assignable categories. The space formula includes factors for education programs by academic level, enrollment projections, faculty and staff FTEs and student hours. The space needs report is updated as needed to reflect changes and completed projects involving the addition of new space of the five-year period.

The second phase of the survey is the programmatic space needs assessment. This process is a series of meetings with the peer review team and university administrators and/or college deans to present new programs that will require new or remodeled space. The survey team prepares the Educational Plant Survey Report with their recommendations for a five-year period.

Data from the Educational Plant Survey support future funding requests as indicated on the USF's Five Year Capital Improvement Plan[23] (CIP). The CIP is the instrument USF uses to request funding for projects identified in the University's Master Plan and Educational Plant Survey. The Department of Facilities Planning and Construction prepares and submits the CIP annually to the USF System Chief Financial Officer who takes it to the Board of Trustees for approval. Once approved by the USF Board of Trustees, the CIP is submitted to the Florida Board of Governors for incorporation into the State University System fixed capital outlay budget request. The 2015 CIP includes funding for the renovation and expansion of the USF Health College of Medicine facility that will provide additional classroom and clinical teaching labs and a new Learning Center that will provide additional classroom and teaching lab space.

Upon receipt of project funding sources, the Department of Facilities Planning and Construction develops a facility program in consultation with the appropriate user group (faculty, students, and/or administrators). This program document outlines the specific space requirements, Information Technology infrastructure requirements and other specific information for the project to assure that the facility meets the needs of the program and its users. This document provides the basis for planning, design, budget, and schedule through discussions with the user group. The facility program document is reviewed and is approved by signature by representatives of the user group, college/unit, and university administration.

The use of space at the University is primarily managed by Physical Plant (non-academic needs) and the Academic Space Planning and Assignment Office[24] (academic space needs). A few areas on campus maintain their own space scheduling, including the Marshall Student Center, Housing, Athletics, REC Center, and the USF Sun Dome.

Physical Plant controls and coordinates the event management process[25] for most outdoor event requests and some indoor events. Submitted event requests are reviewed by the appropriate departments. This includes University Police, Physical Plant, and Environmental Health & Safety. Marshall Center[26] manages the events for activities and events in their areas.

The Academic Space Planning and Assignment Office developed processes and procedures[27] to systematically schedule and coordinate the academic classroom space.

Comprehensive Standard 3.11.3 (Physical Facilities) provides additional information about the maintenance and planning of campus facilities.

Enhancing the Campus Environment

The University has made a significant investment in classroom improvements and the campus environment. More than 45 classrooms were renovated and dramatically improved in 2012. The renovations focused on more than simply improving the appearance. Each classroom was evaluated to determine what modifications could be made to enhance the space so that collaborative learning could take place. Smart modifications to room setup also increased the classroom capacity, which increased the number of students who could enroll in courses held in the classrooms, while still providing a comfortable environment.

As part of the Master Plan's goal to create a thriving campus life experience, the University has taken advantage of Florida's optimal weather and, in 2012 and 2013 created three outdoor

locations for students, faculty, staff and alumni to enjoy. The University created The Park on Collins and the West Pond Pavilion in 2012 and Castor Beach in 2013. These three locations enhance the appearance of campus and provide additional study and community space.

Facilities Maintenance

USF recognizes its responsibility to preserve its campuses and its investment in facilities. The ongoing maintenance of University facilities and property is a high institutional priority. Over the past ten years, USF has designated capital renewal/roofs as its number one priority on its capital improvement funding request to the Florida State University System.

The University has a systematic management process to identify, prioritize, plan, and budget for capital renewal and replacement requirements that extend the life and retain usable condition of facilities and systems. Included are major building and infrastructure systems and components that have a maintenance cycle in excess of one year. Building attributes and components are routinely assessed[28], tracked, and prioritized to maintain an up-to-date deferred maintenance list[29] to ensure that financial resources are spent on the most critical needs. The USF Active Project List, 03-07-2014[30] identifies capital renewal and replacement projects totaling in excess of $5 million that are currently underway or have recently been completed.

Comprehensive Standard 3.11.2 (Institutional environment) provides additional information about the safety and security of campus environment. *Comprehensive Standard 3.11.3 (Physical facilities)* provides additional information about the maintenance and planning of campus facilities.

2.12 The institution has developed an acceptable Quality Enhancement Plan (QEP) that includes an institutional process for identifying key issues emerging from institutional assessment and focuses on learning outcomes and/or the environment supporting student learning and accomplishing the mission of the institution. (Quality Enhancement Plan)

Compliance Status: Compliant

The University of South Florida's Quality Enhancement Plan (QEP) is the Global Citizens Project. The goal of the Global Citizens Project is to enhance students' global and cultural knowledge, skills, and attitudes in order to prepare students to lead meaningful and productive lives in a global society. This goal will be accomplished through the development and implementation of significant, intentional, globally focused learning experiences and environments. The QEP will be submitted in February 2015.

SECTION 3 COMPREHENSIVE STANDARDS

i INSTITUTIONAL MISSION, GOVERNANCE AND EFFECTIVENESS
3.1 Institutional Mission

3.1.1 The mission statement is current and comprehensive, accurately guides the institution's operations, is periodically reviewed and updated, is approved by the governing board, and is communicated to the institution's constituencies. (Mission)

Compliance Status: Compliant

The University of South Florida (USF) has a comprehensive mission statement[1] that guides the institution's operations:

"The University of South Florida's mission is to deliver competitive undergraduate, graduate, and professional programs, to generate knowledge, foster intellectual development, and ensure student success in a global environment."

The Florida State Constitution, Article IX, Section 7(d)[2] and Florida Statute 1001.705(2)(a)[3] charge the Florida Board of Governors (BOG) with defining the distinctive mission of each constituent university. Florida Statute 1001.705(2)(g)[4] also charges the BOG with overseeing the development of strategic plans for each individual institution. In turn, BOG Regulation 1.001(3)(c)[5] charges each board of trustees of the SUS institutions with developing a strategic plan that aligns with the university's mission.

USF has clearly defined its own unique mission[1] as part of the 2013-18 Strategic Plan. Preparation for developing the strategic plan began in Spring 2011 and continued into Fall 2012. A 39-member Strategic Planning Committee[6] included representatives from major constituent groups: students, faculty, staff, and alumni. Stakeholders from the broader campus and Tampa Bay communities also contributed to the process. The inclusive and participative process by which the mission statement was developed resulted in a broad and comprehensive statement that reflects the breadth and complexity of the institution and the scope of its operations. The BOT adopted the University's current mission statement and new strategic plan on December 13, 2012 (BOT Mtg. Agenda, Dec. 13, 2012[7] and BOT Mtg. Mins., Dec. 13, 2012[8]).

The mission statement drives University operations and is widely communicated to University members via multiple University publications, including the Undergraduate[9] and Graduate[10] catalogs and on the main USF website[11]. *Comprehensive Standard 2.4 (Institutional Mission)* provides further information regarding the mission statement and its dissemination. The statement guides USF's identity as an institution that values excellent teaching and whose students include traditional-aged undergraduates, returning adults, mid-career professionals, and senior citizens taking advantage of Florida's Senior Citizen Tuition Waiver program. The statement encompasses the activities of traditional colleges, professional schools, the specialized programs of the Health Sciences Center, and a large array of noncredit continuing education activities. Finally, the statement speaks to the University's role as both a nationally-known research university and a social, cultural, and economic engine of the Tampa Bay region.

As a fundamental component of the USF 2013-18 Strategic Plan, the BOT annually reviews the mission statement as part of the annual review of progress toward the Strategic Plan goals (BOT Mtg. Agenda, Sept. 4, 2013[12] & BOT Mtg. Mins., Sept. 4, 2013[13]). BOG Regulation 2.002[14] delegates responsibility to the boards of trustees for preparing an Annual Work Plan (Work Plan Pres., 2013-14 BOG Review[15]) that must include the university's mission statement and vision for the next 5-10 years and then specify goals and objectives consistent with that mission. The Work Plan must also outline the university's top priorities, strategic directions, and specific actions and financial plans for achieving those priorities, as well as performance expectations and outcomes on institutional and system-wide goals. The BOG approves the Annual Work Plan, including the USF mission statement, in its spring meeting. (BOG Meeting Agenda, June 17-19, 2014)[16] (Mission[17] Statement Approval, Email, Richard Stevens, FBOG[17]).

Core Requirement 2.5 (Institutional Effectiveness) provides a detailed discussion of the way in which the USF Mission informs the strategic planning process. The current mission is infused throughout the 2013 - 2018 Strategic Plan[18]. For example, the mission[1] "to deliver competitive undergraduate, graduate, and professional programs, to generate knowledge, foster intellectual development, and ensure student success in a global environment" is reflected in Goal 01 of the 2013 - 2018 Strategic Plan[19] of producing "Well-educated and highly skilled global citizens through our continuing commitment to student success." This Goal has four objectives, the first objective[20] is to "Provide the highest quality, comprehensive, interdisciplinary educational programs and student research opportunities to foster critical thinking and intellectual inquiry through a variety of pedagogical and delivery methods." This and related goals are given high budgetary priority; e.g., during the 2014 - 2015 academic year, $10,107,846 of performance-based funding will go toward supporting these goals which include the following targets: Reducing the student-faculty ratio, increasing Baccalaureate degrees in STEM programs, and securing further improvements in the six-year graduation rate.

3.2 Governance and Administration

3.2.1 The governing board of the institution is responsible for the selection and the periodic evaluation of the chief executive officer. (CEO evaluation/selection)

Compliance Status: Compliant

A Board of Trustees (BOT) governs the University of South Florida (USF) and selects the University president subject to confirmation of the candidate by the Board of Governors (BOG). A presidential search committee must be established to make recommendations to the full BOT, from which the BOT may select a candidate for confirmation by the Florida BOG (BOG Reg. 1.001[5][c][1]; USF Reg. 10.101[1][2]).

Dr. Judy Genshaft became USF's sixth president in July 2000 following a national search by the Florida Board of Regents, which at that time (prior to a major reorganization of higher education in the State of Florida) governed all the institutions of the State University System (SUS) of Florida (USF BOT Mins., Dec. 18, 2002, CEO Hiring[3]). The President's duties[4] are listed in her contract of employment, section 1.2.

BOG Regulation 1.001(5)(f)[5] and USF Regulation 10.101(4)[6] also require the BOT to conduct an annual performance evaluation of the President[7], the most recent of which was approved by the USF BOT at a regular meeting on December 5, 2013. The annual evaluation must include input from the Chair of the BOG (BOG Reg. 1.001[5][f][5]).

To implement the performance evaluation of the President as required in the BOG and USF regulations, the USF BOT has adopted a presidential evaluation procedure[8] (section 3.4 of the presidential contract of employment) . As stated in President Genshaft's most recent contract, the procedures include a schedule, process, and list of presidential goals and expectations relating to performance.

Additional information on USF's governance is provided in *Core Requirement 2.2 (Governing Board)*.

3.2.2.1 The legal authority and operating control of the institution are clearly defined for the following areas within the institution's governance structure: institution's mission. (Governing board control)

Compliance Status: Compliant

Various laws clearly define the legal authority and operating control of the University of South Florida (USF) with respect to its mission. At the State University System (SUS) level, the Florida Board of Governors (BOG) is by constitutional amendment responsible for establishing the missions of constituent institutions. At the local level, the USF Board of Trustees (BOT) is responsible for establishing a strategic plan that contains the University's mission and specifies institutional goals and objectives. Additional information on USF's governance is provided in *Core Requirement 2.2 (Governing Board)*.

The Constitution of the State of Florida Article IX Section 7(d)[1] establishes the responsibilities of the statewide BOG for Florida's university system, which includes the Board's responsibility for "defining the distinctive mission of each constituent university"; FS 1001.705(2)(a)[2] affirms this role. FS 1001.706(5)(a)[3] mandates that the BOG "...shall align the missions of each constituent university with the academic success of its students; the national reputation of its faculty and its academic and research programs; the quantity of externally generated research, patents, and licenses; and the strategic and accountability plans...." The power and duties of the local board of trustees to administer the university is also constitutionally established and further delineated by the powers and duties vested in the board by BOG Regulation 1.001(1)[4]). BOG Regulation 1.001(3)(c)[5] charges the USF BOT with adopting a strategic plan that is in alignment with the BOG systemwide strategic plan, the purpose of which is to develop the university's mission and goals and objectives consistent with that mission. The BOT established the current mission statement as part of the development of the USF Strategic Plan, 2013-18[6]. The BOT adopted the University's Strategic Plan[6] and mission statement[7] on December 13, 2012 (BOT Meeting Agenda, Dec. 13, 2012[8] & BOT Meeting Minutes, Dec. 13, 2012[9]):

"The University of South Florida's mission is to deliver competitive undergraduate, graduate, and professional programs, to generate knowledge, foster intellectual development, and ensure student success in a global environment."

The University's Strategic Plan also describes the institution's continuing vision[10] as "a global research university dedicated to student success and positioned for membership in the Association of American Universities (AAU)."

The BOG approves the mission statements of Florida's public universities annually as part of its review of the annual work plans[11] that must include their respective mission statement and vision for the current planning period and specify goals and objectives consistent with the mission. (BOG Meeting agenda, June 17-19, 2014[12]) (Mission Statement Approval, Email, Richard Stevens, FBOG[13]).

USF's organizational chart[14] shows how responsibility for the mission and operations is distributed among the President and her Cabinet.

Core Requirement 2.4 (Institutional Mission) and Comprehensive Standard 3.1.1 (Mission) provide further information regarding the status of USF's mission and Strategic Plan.

3.2.2.2 The legal authority and operating control of the institution are clearly defined for the following areas within the institution's governance structure: fiscal stability of the institution; and (Governing board control)

Compliance Status: Compliant

At the University of South Florida (USF), fiscal stability is assured by strict adherence to and application of a variety of statutes, rules, policies, and procedures that relate to the University's strategic planning, budget, finance and administration, accountability for expenditures, and internal and external audits.

The Constitution of the State of Florida, Article IX, Section 7(d)[1] assigns responsibility for the fiscal stability of each university in the State University System of Florida (SUS) to the Board of Governors (BOG). The BOG is responsible for "cost-effective policy decisions appropriate to the university's mission, the implementation and maintenance of high-quality education programs within law, the measurement of performance, the reporting of information, and the provision of input regarding state policy, budgeting, and education standards" (FS 1001.706[1][2]). In turn, BOG Regulation 1.001(1)[3] delegates to the university boards of trustees "all of the powers and duties necessary and appropriate for the direction, operation, management, and accountability of their respective universities."

The University Board of Trustees (BOT) is responsible for the institution's fiscal stability at the highest level. As provided in BOG Regulation 1.001(6)(a)[4], the BOT is "responsible for the financial management of its university." Among the powers and duties related to this responsibility, the BOT must develop the University's strategic plan; annually submit an institutional budget request; account for expenditures of all state, local, federal, and other funds; and maintain an effective information system to provide accurate, timely, and cost-effective information about the University. The USF BOT has established fiscal policies to ensure the

continued fiscal stability of the institution regarding investments (BOT Policy 06-001[5]), derivatives (BOT Policy 06-002[6]), debt management (BOT Policy 06-003[7]), and real property (BOT Policy 09-001[8]). *Core Requirement 2.2 (Governing Board)* provides additional information on USF's governance.

The USF BOT has delegated authority for financial oversight of the University to its Finance and Audit Workgroup, one of four university strategic priority workgroups (Operating Proc. USF BOT, Article III, Section B[9]). The Finance and Audit Advisory Council[10] advises the USF System President and the USF System Chief Operating Officer (COO) on the items that should be reviewed and/or acted on by the USF BOT Finance and Audit Workgroup[11]. Recent agendas and minutes of the Finance and Audit Workgroup (Fin. & Aud. Workgroup Mtg. Agenda, Feb. 13, 2014[12] & Fin. & Aud. Workgroup Mtg. Mins., Feb. 13, 2014[13]) and the Finance and Audit Advisory Council (Fin. & Aud. Advisory Council, Mtg. Agenda, Feb. 6, 2014[14] & Fin. & Aud. Advisory Council, Mtg. Notes, Feb. 6, 2014[15]) reflect Workgroup activities and Council actions.

The University President, as the Chief Executive Officer (CEO) of the University, has a duty to prepare a budget request and an operating budget for approval by the BOT (Operating Proc. USF BOT, Article IV, Section C[16]).

2013 Florida Statutes, Chapters 1010, Financial Matters,[17] and 1011, Planning and Budgeting[18], govern regulation of fiscal matters in the public universities of Florida, including USF.

Within the University, the Senior Vice President and Chief Operations Officer has administrative responsibility for the fiscal operations and stability of the institution (USF Org. Chart, Bus. & Fin.[19]). Additional information on USF's fiscal control and stability is provided in *Core Requirement 2.11.1 (Financial Resources)* and *Comprehensive Standard 3.10 series.*

3.2.2.3 The legal authority and operating control of the institution are clearly defined for the following areas within the institution's governance structure: institutional policy. (Governing board control)

Compliance Status: Compliant

Florida Statutes and the regulations of the Board of Governors (BOG) clearly define the legal authority and operating control for the University of South Florida's (USF) institutional policy.

The BOG is vested with the responsibility for "cost-effective policy decisions appropriate to the university's mission, the implementation and maintenance of high-quality education programs within law, the measurement of performance, the reporting of information, and the provision of input regarding state policy, budgeting, and education standards" (FS 1001.706[1][1]). The legal authority and operating control of the University by the USF Board of Trustees (BOT) is clearly established through BOG Regulation 1.001[2] and includes the specific authority to adopt regulations and policies as appropriate to exercise its powers (BOG Reg. 1.001[3][j][3]

The statute and regulation language makes clear that the BOG, or the Board's designee, in this case the USF BOT, shall be responsible for cost-effective policy decisions appropriate to the

University's mission. The BOT is specifically charged with developing regulation and policy in several areas, including conflict of interest; data and technology; sponsored research; academic programs; student affairs; personnel; financial management; and internal audit, procurement, and contracts.

The Operating Procedures of the University of South Florida Board of Trustees, Article I, Section D[4] further state, "The Board of Trustees sets policy for the University and serves as its legal owner and final authority." *Core Requirement 2.2 (Governing Board)* provides additional information on USF's governance. Additional information on the creation and dissemination of academic policies is provided in *Comprehensive Standard 3.4.5 (Academic Policies)*.

3.2.3 The governing board has a policy addressing conflict of interest for its members. (Board conflict of interest)

Compliance Status: Compliant

Members of the University of South Florida (USF) Board of Trustees (BOT) are considered "public officers," as defined in Florida Statute 112.313(1)[1] and are accordingly subject to the Florida Code of Ethics for Public Officers and Employees[2]. Under Florida Statute 112.313(7)(a)[3], trustees cannot hold any employment or contractual relationship with a business entity or agency that conducts business with the BOT or the University, unless the arrangement falls within a legally exempted category. The law also precludes, among other things, employment or contractual relationships with any business entity or agency that will create a continuing or frequently recurring conflict between his or her private interests and the performance of his or her public duties or that would impede the full and faithful discharge of his or her public duties."

The Operating Procedures of the USF BOT, Article VII, Code of Ethics[4] (p. 9) provides in part that

> A Trustee shall be considered to have a conflict of interest if:

> 1. such Trustee has existing or potential financial or other interests that impair or might reasonably appear to impair such member's independent, unbiased judgment in the discharge of his or her responsibilities to the university, or

> 2. such Trustee is aware that a member of his or her family, or any organization in which such Trustee (or member of his or her family) is an officer, director, employee, member, partner, trustee, or controlling stockholder, has such existing or potential financial or other interests.

The code further requires disclosure of such conflicts of interest[5] and provides for appropriate voting procedures:

"All Trustees shall disclose to the Board any possible conflict of interest at the earliest practical time. Furthermore, when such conflict of interest exists, each Trustee shall absent himself or herself from discussions of, and abstain from voting on, such matters under consideration by the Board of Trustees or its committees. The minutes of such meeting shall reflect that a disclosure was made and that the Trustee who has a conflict or possible conflict abstained from voting. Any Trustee who is uncertain whether a conflict of interest may exist in any matter may request that the Board or committee resolve the question in his or her absence by majority vote."

Pursuant to the Conflict of Interest Policy, trustees must disclose and resolve potential conflicts of interest and ethical concerns in accordance with the Code of Ethics and disclose to the BOT any possible conflict of interest at the earliest practical time. Each BOT member also is required to attend a new trustee orientation [BOT Orientation Handbook[6]] which provides information regarding conflicts of interests and ethical concerns. Each board member is required by Florida law to abstain from voting on any matter that represents a conflict or potential conflict of interest [FS 286.012[7]; FS 112.3143(2)(a)[8]].

Additionally, the State of Florida requires trustees, as appointed officials, to file a Statement of Financial Interests disclosure form with the Commission on Ethics each July 1 [FS 112.3145(4)(b)[9]; Stmt. of Fin. Interest Form[10]]. These forms are completed by the trustees and are sent directly to the Commission on Ethics. Since the last reaffirmation in 2005-06 the USF Board of Trustees has had no case in which a Trusteee was forced to recuse him/herself from a board action due to conflict of interest.

Comprehensive Standard 3.2.4 (External Influence) provides additional information on protecting the university from undue influence.

3.2.4 The governing board is free from undue influence from political, religious, or other external bodies, and protects the institution from such influence. (External influence)

Compliance Status: Compliant

The University of South Florida (USF) governing board is the Board of Trustees (BOT), a public body corporate of the State of Florida (FS 1001.72[1])[1]. The USF BOT is vested with ample authority necessary to provide proper governance and the appropriate direction, operation, management, and accountability in accordance with state law and with Florida Board of Governors Regulation 1.001[2]. The powers and duties of the BOT do not include any obligation to consult with any political, religious, or other external body and no such issues have been brought before the board of trustees for resolution. The Constitution of the State of Florida contains provisions protecting the University, as a public entity of the State of Florida, from religious influence:

"There shall be no law respecting the establishment of religion or prohibiting or penalizing free exercise thereof. . . . No revenue of the state or any political subdivision or agency thereof shall ever be taken from the public treasury directly or indirectly in aid of any church, sect, or religious denomination or in aid of any sectarian institution" (Fla. Const., Art. I, sec. 3[3]).

The Legislature established University Boards of Trustees in 2001. To help ensure the independence of the boards of trustees, the 13 trustees include six trustees appointed by the Governor and five trustees appointed by the BOG. T he Florida Senate must confirm each appointment. These 11 members serve staggered five-year terms of office (Const. St. Fla., art. IX, sec. 7[c][4]) without compensation (BOG Reg 1.001[2][d][5]) . The USF System Faculty Council President and the Student Advisory Council President also serve as ex-officio voting members of the Board. The members of USF's Board of Trustees (BOT Members[6]) and their professional and community service affiliations are published on the university's public website. Operating Procedures of the USF Board of Trustees[7] are provided to each Board member.

The Florida Statutes and the USF BOT Policies and Procedures contain provisions ensuring that the board is free from undue influence. As "public officers," the members of the BOT are subject to the standards of conduct for public officers (FS 112.313)[8]. The code prohibits public officers, which includes members of state university boards of trustees, from soliciting or accepting gifts or anything of value that might influence them (sec. 2). It also prohibits trustees from misusing their official position and prohibits them from having or holding any employment or contractual relationship with any entity that is doing business with the university, or from having any employment or contractual relationship that will create a continuing or frequently recurring conflict between their private interests and the performance of their public duties, or that would impede the full and faithful discharge of their public duties (sec. 6, sec. 7). The law prohibits trustees from disclosing or using information not available to members of the general public for personal gain or benefit (sec. 8).

As part of its obligation to protect the University from undue influence from political, religious, or other external bodies, the Code of Ethics in Article VII of the USF's Board of Trustees Operating Procedures[9] requires members to disclose conflicts of interest to the full Board "at the earliest practical time" and to "absent him or herself from discussions of, and abstain from voting on, such matters under consideration by the Board of Trustees or its committees." In addition, the Code of Ethics defines "conflict of interest" broadly to include undue influences, regardless of their origin, as "existing or potential financial or other interests that impair or might reasonably appear to impair such member's independent, unbiased judgment in the discharge of his or her responsibilities to the university."

A review of the meeting agenda and minutes from a recent USF BOT meeting demonstrates that decision making is a function of the full Board (BOT Mtg. Agenda, Dec. 5, 2013[10] and BOT Mtg. Mins., Dec. 5, 2013[11]). Article III of the BOT Operating Procedures[12] describes how the work of the Board is accomplished by a series of committees: the Executive Committee, the University Strategic Priority Workgroups, the Standing Committees, and Ad Hoc Committees. The Executive Committee may act for the Board except in matters specified in the Operating Procedures. Occasionally, the Board may authorize a Strategic Priority Workgroup to take final action on a given matter. In such cases, the delegation of authority is recorded in the Workgroup minutes. All meetings at which Board action is taken are publicly noted and open to the public to observe (Operating Proc. USF BOT, art. II, Mtgs. BOT[13]).

As part of the checks and balances of university governance, USF's BOT is accountable to the Florida BOG and delegates authority to the University President as Chief Executive Officer for University operations (Operating Proc. USF BOT, art. I, sec. C[3b][14]). Additional information on the BOT and its members is provided in Core Requirement 2.2 (Governing Board).

USF Policy 10-050, Academic Freedom and Responsibility[15], contains a statement that further demonstrates how the BOT historically protects the institution from undue influence:

"The University of South Florida ("University") affirms the Principles of Academic Freedom and Responsibility. These principles are rooted in a conception of the University as a community of scholars united in the pursuit of truth and wisdom in an atmosphere of tolerance and freedom."

3.2.5 The governing board has a policy whereby members can be dismissed only for appropriate reasons and by a fair process. (Board dismissal)

Compliance Status: Compliant

Members of the University of South Florida (USF) Board of Trustees (BOT), as public officers, are subject to Florida law governing the suspension, removal, or retirement of public officers, and may be dismissed only for appropriate reasons and by a fair process.

University Boards of Trustees are a part of the executive branch of State of Florida government (FS 1001.71(3)[1]). The Constitution of the State of Florida, Article IV, Section 7[2] establishes the methods for removal of trustee. By executive order stating the grounds, the Governor may suspend from office any trustee (as a state officer not subject to impeachment) for "malfeasance, misfeasance, neglect of duty, drunkenness, incompetence, permanent inability to perform official duties, or commission of a felony, and may fill the office by appointment for the period of suspension." The Governor may reinstate any trustee so suspended any time before removal.

To implement this constitutional provision, the Florida Senate must act according to a comprehensive specified process if it wishes to permanently remove, suspend, retire, or reinstate a public official. This process, as defined in Florida Statutes 112.40 through 112.52[3], provides for sufficient notice in advance to the suspended official of the time and place for a hearing before the Senate itself, a select committee, or a special master or examiner in order to "afford such official an opportunity fully and adequately to prepare such defenses as the official may be advised are necessary." The official is entitled to present those defenses individually or through an attorney at a complete hearing, public in nature (FS 112.47[4]).

"When a method for removal from office is not otherwise provided by the State Constitution or by law, the Governor of the State of Florida may by executive order suspend from office an elected or appointed public official, by whatever title known, who is indicted or informed against for commission of any felony or for any misdemeanor arising directly out of his or her official conduct or duties, and may fill the office by appointment for the period of suspension, not to extend beyond the term (FS 112.52[5])."

Because the BOT does not have the authority to dismiss its members, it does not have a BOT-issued policy on dismissal of members. However, the BOT has the duty to notify "the Board of Governors (BOG) or the Governor, as applicable, in writing whenever a member has three consecutive unexcused absences from regular board meetings in any fiscal year." Such unexcused absences may be grounds for removal (BOG Reg. 1.001[2][b][6]).

The USF BOT held its charter meeting on August 17, 2001 (BOT Mtg. Mins., Aug. 17, 2001[7]) . No member of the Board has been dismissed to date.

3.2.6 There is a clear and appropriate distinction, in writing and practice, between the policy-making functions of the governing board and the responsibility of the administration and faculty to administer and implement policy. (Board/administration distinction)

Compliance Status: Compliant

The University of South Florida (USF) maintains a clear and appropriate distinction, in writing and practice, between the policy-making functions of its governing boards and the responsibility of the USF administration and faculty to administer and implement policy.

The State University System, the statewide Board of Governors (BOG), and local boards of trustees were created by the Constitution of the State of Florida, Article IX, Section 7[1] for the purpose of establishing a system of governance for the state university system of Florida. Florida Statute 1001.706(1)[2] assigns responsibility to the Board of Governors (BOG), or the board's designee, for "cost-effective policy decisions appropriate to the univeristy's mission." With Board of Governors Regulation 1.001[3], the BOG delegates powers and duties to the university boards of trustees so that the university boards "have all the powers and duties necessary and appropriate for the direction, operation, management, and accountability of each state university. Serving as the BOG designee and "public body corporate of the university" [BOG Reg. 1.001(2)(f)[4]], the USF BOT is responsible for the policy-making function that is clearly defined in the Operating Procedures of the USF Board of Trustees, Article I, Section D[5]. The USF Board of Trustees' charge is broad, including approval of institutional rules and regulations (BOT Policy 07-001, Governance Policy for the USF System, sec.1[6]).   The Board may adopt rules, regulations and policies consistent with established laws and the University's mission and strategic plan. Board members establish policy and assess the implementation of those policies. (Additional information on USF's governing board is provided in *Core Requirement 2.2 (Governing Board)*.

In contrast, the President functions as the Chief Executive Officer (CEO) of the University. "The President is responsible for all educational, financial, business and administrative functions of the University, consistent with University policy, and exercises such other powers, duties, and responsibilities as are delegated or established by the Board or by law" (Operating Proc. USF BOT, art. I, sec. C[3][b][7]). The University and its President administer policies based on USF Policy 0-001, Section III[8], which states that the authority and responsibility for issuing operational policies and procedures are vested in the President of the University and provides for consistent submission, review, and internal promulgation of University policies and procedures, including General Administration, Academic Affairs, and Student Affairs.

Finally, USF Policy 10-050[9] and the Constitution of the Faculty[10] speak to the issues of academic freedom and responsibility and shared governance. The policy affirms the primary importance of the professional judgments of faculty members in the development of academic policies and processes. One seat on the BOT is reserved for the President of the USF System Faculty Council (Const. St. Fla., art. IX, sec. 7(c)[11]; BOG Reg. 1.001[2][a][12]), and faculty

serve as liaisons to the BOT strategic priority workgroups[13] and are represented on the System Advisory Councils[14] and on most institutional councils and committees.

3.2.7 The institution has a clearly defined and published organizational structure that delineates responsibility for the administration of policies. (Organizational structure)

Compliance Status: Compliant

The University of South Florida's (USF) organizational chart[1] clearly delineates the University's operational and administrative structure. The USF Organizational chart is published on USF's website[2].

The President is the Chief Executive Officer (CEO) and as such "is responsible for all educational, financial, business, and administrative functions of the University, consistent with University policy, and exercises such other powers, duties, and responsibilities as are delegated or established by the Board or by law" (Operating Proc. USF BOT, Article I, Section C[3][3]).

Direct operational positions that report to the President include the Provost and Executive Vice President, the Senior Vice President and Chief Operation Officer, the Senior Vice President for Research and Innovation, the Senior Vice President for USF Health, and the Senior Vice President for Advancement. The General Counsel; the Executive Director of Audit and Compliance; the Associate Vice President for USF World; Executive Director for System Initiatives; the Chief Diversity Officer; the Chief Marketing Officer; and the Director of Intercollegiate Athletics also report to the President.

The Provost and Executive Vice President and four Senior Vice Presidents staff the four Board of Trustees (BOT) strategic priority workgroups[4]: Academics and Campus Environment (Provost and Executive Vice President); Finance and Audit (Senior Vice President and Chief Operating Officer); Health (Senior Vice President for USF Health); and Research, Innovation, Engagement, and Job Creation (Senior Vice President for Research and Innovation).

The Provost and Executive Vice President is the Chief Academic Officer of the University. The deans of the colleges in the Academic Affairs division report to the Provost and Executive Vice President. The Deans of Medicine, Nursing, Pharmacy, and Public Health report to the Senior Vice President for USF Health, who oversees all areas of USF Health. For purposes of academic program governance and academic administration, the colleges of USF Health are integrated with the Academic Affairs colleges. The Deans of Medicine, Nursing, Pharmacy, and Public Health are members of the Council of Deans, which the Provost and Executive Vice President chairs. The Deans of Graduate Studies, Undergraduate Studies, and the USF Libraries; the Chief Executive Officer for Innovative Education; and the Vice President for Student Affairs also report to the Provost and Executive Vice President.

USF Policy 0-001[5] authorizes each administrative head to propose appropriate regulations or policies and update existing regulations and policies in their respective areas. The University General Counsel maintains a Delegations of Presidential Authority Index[6] that shows delegation of administrative authority by the President to Vice Presidents, Deans, and other administrators. Information on the distinction between USF's Board of Trustees and the administration is provided in *Comprehensive Standard 3.2.6 (Board/Administration Distinction)*.

3.2.8 The institution has qualified administrative and academic officers with the experience and competence to lead the institution. (Qualified administrative/academic officers)

Compliance Status: Compliant

The University of South Florida (USF) employs administrative and academic officers[1] with the experience and expertise needed to lead the institution (Qual. Admins., SACSCOC Temp.[2]). USF Regulation 10.201[3] and Human Resources' Classification Standards for Leadership and Management Positions[4] govern the classification, recruitment, selection, and appointment process.

Presidential Selection

The Florida State Constitution Article IX, Section 7(d)[5] grants the Florida Board of Governors (BOG) the power to fully manage the State University System. In 2001, under BOG Regulation 1.001[6] (sec. 1), the BOG established the USF Board of Trustees (BOT) and charged the USF BOT with selecting the University President (with approval of the BOG) (BOG Reg. 1.001, Pres. Appt., Section 5[c][7]) and conducting an annual performance evaluation (BOG Reg. 1.001[5][f][8]). In July 2000, President Judy L. Genshaft, (CV, Genshaft[9]) became USF's sixth President. Since she held the office when the USF BOT was created, she was chosen as President by the former state Board of Regents in accordance with its policies concerning selection of state university presidents. In 2003, USF Regulation 10.101[10] was also established to govern the Presidential Search, Selection, Appointment, and Evaluation process. Additional information on the selection and evaluation of the President is provided in Comprehensive Standard 3.2.1 (CEO Evaluation/Selection).

President's Leadership Team

The following are members of the President's leadership team[11]:

- Provost and Executive Vice President
- Senior Vice President, USF Health
- Senior Vice President, Advancement
- Senior Vice President and Chief Operation Officer
- Senior Vice President for Research and Innovation
- Vice President, Business and Finance
- Vice President, Administrative Services
- Vice President, Information Technology
- Chief Marketing Officer
- General Counsel
- Director of Intercollegiate Athletics
- Chief Diversity Officer

- Vice Provost and Associate Vice President for USF World (Reports to President and Provost and Executive Vice President)

USF Senior Vice Presidents and other members of the President's leadership team have extensive experience and a strong record of accomplishment in their respective area of responsibility (Qual. Admins., Sr. Admin. Ofcrs.[12])

Positions Reporting to the Provost and Executive Vice President

One Senior Vice Provost, four Vice Provosts, and one Vice President are appointed by and report directly to the Provost and Executive Vice President (Org. Chart, Ac. Affairs Ldrship., VPs[13]). A Vice Provost position description (Pos. Descr., Sr. USF Admin.[14]) serves as an example to illustrate the types of responsibilities senior administrators are charged with. The positions that report to the Provost and Executive Vice President include the following:

- Senior Vice Provost for Faculty Affairs
- Vice Provost for Strategic Planning, Performance, and Accountability
- Vice Provost for Human Resources Management and Space Planning
- Vice Provost for Student Success
- Vice Provost and Associate Vice President for USF World
- Vice President for Student Affairs

These administrators have credentials and experience appropriate to the duties and responsibilities associated with their position (Qual. Admins., Vice Provs.[15]).

Academic Deans

All colleges are headed by a dean of senior faculty rank who holds tenure in an academic department. The following college deans report to the Provost and Executive Vice President (Org. Chart, Academic Affairs Ldrshp., Deans[16]). A generic Dean Position Description[17] serves as an example to illustrate the types of responsibilities deans each must address in administering their college or unit. Deans of the following units report to the Provost and Executive Vice President:

- College of the Arts
- College of Arts and Sciences
- College of Behavioral and Community Sciences
- College of Business
- College of Education
- College of Engineering
- College of Marine Science

- Patel College of Global Sustainability
- Honors College
- Graduate Studies
- Undergraduate Studies

- Library System

Deans within USF Health (Org. Chart, USF Health Admin.[18]) report to the Senior Vice President:

- College of Public Health
- College of Nursing
- College of Pharmacy
- College of Medicine

All USF academic deans have credentials and experience appropriate to the duties and responsibilities associated with their position (Qual. Admins., Academic Officers[19]).

In accordance with USF Regulation 10.207[20], administrative and academic officers are evaluated annually to ensure that they continue to demonstrate effective leadership and competence in their respective roles. The USF Board of Trustees (BOT) evaluates the President. Detailed information on the qualifications and evaluation of the President are provided in Comprehensive Standard 3.2.1 (CEO Evaluation/Selection). All other academic and administrative officers are evaluated by the President, Provost and Executive Vice President, or Senior Vice President of USF Health. Deans undergo an annual performance review based on a matrix of indicators, e.g., Dean's Eval. Matrix, 2013, CAS[21]. Additional information on the evaluation of administrators is provided in Comprehensive Standard 3.2.10 (Administrative Staff Evaluations) .

3.2.9 The institution publishes policies regarding appointment, employment, and evaluation of all personnel. (Personnel appointment)

Compliance Status: Compliant

The University of South Florida (USF) publishes appointment, employment, and evaluation policies that guide the Human Resource functions of the University.

USF is one of twelve universities in the State University System[1] (SUS) established by the Constitution of the State of Florida, Article IX, Section 7[2]. A 17-member Board of Governors[3] (BOG) oversees the SUS, while a 13-member Board of Trustees[4] (BOT) governs each university. Florida Statute 1001.706(6)(a)[5] requires the Florida BOG, or the board's designee, to establish a personnel program for all employees of a state university. BOG Regulation 1.001(5)[6] delegates to the University BOT the powers and duties to establish the personnel program for all the employees of the University, including the President, covering compensation and other conditions of employment, recruitment, selection, and non-

reappointment. USF Policy 07-001, BOT Governance[7], states that the Vice President for Administrative Services provides leadership for the development of USF regulations, policies, and procedures addressing human resources and coordinates the development of protocols, programs, and procedures. The governance policy further provides that Human Resources (HR) coordinates the establishment of USF human resources policies and procedures, including classification, compensation, recruitment, and other terms of employment for all employees, except employment of faculty. The USF Provost and Executive Vice President is responsible for academic quality assurance across the University, including the establishment of policies and procedures regarding the appointment, employment, and evaluation of faculty (USF Policy 0-001[VI][a][8]).

The Division of Human Resources develops, implements, and publishes procedures regarding appointment, employment, and evaluation of staff and temporary employees. HR works closely with the Office of the Provost and Executive Vice President with respect to policy development and implementation for academic personnel, including faculty, adjunct faculty, and post-doctoral associates. HR is also charged with monitoring for compliance with employment policies. Resources such as forms and templates relative to appointment, employment, and evaluation processes are published on the HR website to assist departments and ensure that employment practices are consistent with policies, e.g., Employment Verification (Written)[9] and Offer Letter - Administration Regular Appointment[10].

USF Policy 0-007[11], Diversity and Equal Opportunity: Discrimination and Harassment, recognizes that the University is a diverse community that values and expects respect and fair treatment of all people. The University strives to provide a work and study environment for faculty, staff, and students that is free from discrimination and harassment on the basis of race, color, marital status, sex, religion, national origin, disability, age, or genetic information, as provided by law. In addition, USF protects its faculty, staff, and students from discrimination and harassment based on sexual orientation and gender identity and expression. USF is also committed to the employment and advancement of qualified veterans with disabilities and veterans protected under the Vietnam Era Veterans' Readjustment Assistance Act (VEVRAA), as amended. To further ensure this environment is fostered and strengthened, the Office of Diversity and Equal Opportunity develops and monitors the University's Educational Equity and Equal Educational Opportunity Program[12].

Regulation and Policy Development

Personnel regulations are promulgated pursuant to the BOG's Regulation Development Procedure[13]; USF Policy 0-001, Regulation and Policy Development[14]; and the Guidelines for USF System Regulation and Policy Development and USF Policy Development[15]. The Office of the Provost and Executive Vice President is responsible for development of personnel regulations and policies that only apply to faculty. All other personnel regulations are the responsibility of the Division of Human Resources. The Division of Human Resources[16] and the Office of the Provost and Executive Vice President[17] support these regulations with defined processes and guidelines that can be found on their respective websites.

The essential elements of the policy and regulation promulgation process include the following:

1. The responsible office develops a proposal for a new, revised, or repealed regulation. Input may be gathered from appropriate campus groups, organizations, stakeholders, and/or USF System offices, which may include President's staff, deans, academic chairs, employee councils and senates, regional chancellors and regional campus executive officers, and collective bargaining representatives, as required by a collective bargaining agreement.

2. The regulation must be in the format set forth in the USF guidelines[15] using the prescribed Regulation Policy Template[18].

3. The relevant office submits a draft of the new or revised regulation, or a request to repeal a regulation, to the Office of the General Counsel. Included with the submittal is an explanation as to why the new, revised, or repealed regulation is necessary.

4. The Office of the General Counsel assists with the development of a final draft as an official regulation and, when final, initiates the promulgation process.

5. The Academics and Campus Environment Advisory Council[19] reviews the regulation for advancement to the USF BOT's Academics and Campus Environment Workgroup[20], which recommends review and approval by the BOT (Acad. Campus Evrmt. Workgroup. Mtg. Agenda, Mar. 7, 2013[21] & Acad. Campus Evrmt. Workgroup. Mtg. Mins., Mar. 7, 2013[22]).

6. The Office of the General Counsel posts the proposed regulation[23] for at least 30 days prior to University BOT action. The Office of the General Counsel also provides an email notice[24] to designated University representatives. Comments must be submitted within 14 days of the initial posting date.

7. The University BOT reviews (BOT Mtg. Agenda, Mar. 21, 2013, Col. Med.[25]) and approves (Off. Mins. Mar. 21, 2013, p. 3[26]).

8. The effective date is the date of University BOT approval.

9. The regulation is published on the General Counsel website, and the General Counsel's Office provides an email notice to designated University representatives.

Appointments

USF Regulations 10.102[27] (Faculty) and 10.201[28] (Staff) define the provisions for the recruitment, selection, and appointment of USF employees.

The University publishes vacant positions on its Careers@USF website[29]. The website includes information for applicants about USF's background check policy, employee benefits, relevant state and federal laws, Veteran's Preference, and the Jeanne Cleary Act. All postings include eligibility criteria such as minimum requirements, background checks, and a summary of job duties and responsibilities. The Careers@USF website provides instructions for applicants on how to search for jobs, create a profile, apply for open positions, and manage their applications and offers.

USF Regulation 10.201[28] establishes the processes for the recruitment, selection, and appointment of staff, non-faculty administration, temporary employees, and Graduate Assistants. The Division of Human Resources includes procedures for implementing the regulation on recruitment, selection, and appointment on the HR Procedures website[16]. HR also publishes recruitment guidelines, known as Right Search[30] on their website. Together with Careers@USF, it provides the framework in which to conduct effective and productive searches and gives hiring managers the necessary tools, including guidelines on processes, forms, and procedures, to ensure a successful recruitment process.

The Office of the Provost and Executive Vice President has published policies and guidelines[17] on faculty searches and appointments on its website. This information is also available from the HR Recruiting website[31]. The Office of the Provost and Executive Vice President has published the Guidelines for Tenure and Promotion[32] and promotion guidelines for instructors[33] on its website. Policies are further reinforced through the Faculty Handbook[34], available on the Provost and Executive Vice President's website. In addition, the Office of Diversity and Equal Opportunity has published Guidelines for the Recruitment and Selection of Faculty[35] on COMPASS, the Online Guide to USF Business Processes.

Employment

Benefits available to USF employees[36] are posted on the Division of Human Resources website. Regulations and policies for faculty[37], staff[38] and all employees[39], including government compensation, hours of work, leave, and promotion are posted on the Office of the General Council website. New employees receive information on USF's employment policies at new employee orientations for faculty[40] and staff[41]. Current employees receive information on new or revised USF personnel regulations, policies, and supporting processes and guidelines through announcements in the HR Notes section of *Inside USF (*a weekly e-newsletter for all USF faculty and staff) and on the "What's New In HR" section of the HR website. The information is also disseminated at department staff meetings and meetings of the various governance groups.

Every job at USF is classified as either "in-unit" (part of a "bargaining unit" and therefore covered by a Collective Bargaining Agreement [CBA]) or "out-of-unit" (not covered by a CBA). The CBA is a contract that lays out certain terms and conditions of employment for in-unit employees. USF has four unions that represent all employees in jobs classified as in-unit and are therefore covered by a CBA. The terms and conditions of a CBA apply to every employee whose job is classified in-unit, regardless of whether or not that employee is a dues-paying member of the union. A "bargaining unit" includes all employees in jobs classified as in-unit by the CBA, negotiated between the University's BOT and each union. The four bargaining units at USF consist of the following:

1. Faculty employees: Most (but not all) faculty jobs at USF are classified as in-unit and are therefore represented by the United Faculty of Florida (UFF) (USF/UFF Col. Barg. Agrmt.[42]).

2. Staff employees: Most (but not all) staff jobs at USF are classified as in-unit and are therefore represented by the American Federation of State, County, and Municipal Employees (AFSCME) (Coll. Barg. Agrmt., USF BOT & AFSCME[43]).

3. Law Enforcement Officers (LEO): All LEOs (University Police) in job codes 8515, 8517, 8519, and 8541 are classified as in-unit and are therefore represented by the Police Benevolent Association (PBA) (Coll. Barg. Agrmt., USF/ WCF-PBA[44]).

4. Graduate Assistants (GA): All GAs in job codes 9181, 9182, 9183, 9184, 9185, and 9550 are classified as in-unit and are therefore represented by the UFF/ Graduate Assistants United (GAU) (Coll. Barg. Agrmt., USF UFF-GAU[45]).

Administration, Executive Service, and Temporary/OPS positions, as well as Staff positions that have been designated as "confidential" or "managerial" by the Public Employees Relations Commission of Florida at USF, are not covered by a Collective Bargaining Agreement.

Evaluation

USF Regulations 10.207[46] (Staff) and 10.108[47] (Faculty) establish requirements for performance evaluations. The USF Staff Performance Management Procedures[48] guide the evaluation of non-administrative staff and are available through the Division of Human Resources. The procedures require the development and communication of performance standards and expectations based on the specific duties, responsibilities, and requirements outlined in the position description. The standards and expectations define the competencies

and attributes the employee is expected to demonstrate. Employee goals are also expected to align with the University's Strategic Plan, vision, mission, values, and goals.

The process requires an annual evaluation that includes a Staff Performance Self-Assessment[49] by the employee and a Staff Performance Evaluation[50] by the employee's immediate supervisor. The essential elements of the review require the supervisor to:

1. review with the employee his or her performance during the preceding year and document the employee's overall performance rating using the Staff Performance Evaluation form;
2. review/update the position description with the employee;
3. communicate performance standards and expectations to the employee; and
4. set goals with the employee for the upcoming year.

The guidelines also include instructions for responding to an employee who receives a substandard evaluation. When an employee with regular status receives a substandard evaluation, the supervisor is required to:

1. provide the employee with written performance standards/expectations[51];
2. continue to coach the employee in an effort to help the employee improve his or her performance during the performance improvement (re-evaluation) period; and
3. conduct periodic progress review meetings (preferably weekly or biweekly) during the re-evaluation period and document coaching efforts in writing, with a copy given to the employee and submitted to Human Resources.

The report for *Comprehensive Standard 3.2.1 (CEO Evaluation/Selection)* describes the process for the evaluation of the President. The report for *Comprehensive Standard 3.7.2 (Faculty Evaluation)* describes the process for the evaluation of faculty. The report for *Comprehensive Standard 3.2.10 (Administrative Staff Evaluation)* describes the process for the evaluation of academic and non-academic administrative staff.

3.2.10 The institution periodically evaluates the effectiveness of its administrators. (Administrator staff evaluations)

Compliance Status: Compliant

The performance of University of South Florida (USF) administrators is evaluated annually based on the University's mission and strategic goals.

USF is one of 12 universities in the State University System[1] (SUS) established by the Constitution of the State of Florida, Article IX, Section 7[2]. A 17-member Board of Governors (BOG)[3] governs the SUS, while a 13-member Board of Trustees (BOT)[4] governs each university. USF's organizational charts for the   President's Office[5] and

the   Office of the Provost and Executive Vice President[6] show the senior administrative positions .

USF Regulation [7]10.207 and University of South Florida/United Faculty of Florida Collective Bargaining Agreement Article 10[8] require that evaluations be provided to employees on a regular basis and that the evaluations be considered in making personnel decisions. Further, USF Regulation 10.207 states that e mployee performance must be evaluated in a manner "intended to communicate to the employee the level of his/her performance and should aid in improving the employee's performance of assigned duties." If necessary, evaluations "will serve as part of a plan to assist in correcting deficiencies of an employee not meeting performance standards ."

This narrative contains a description of the evaluation process for administrative staff. *Comprehensive Standard 3.7.2 (Faculty Evaluation)* provides a complete description of the faculty evaluation process .

USF President

The USF BOT is responsible for selecting the University President (BOG Reg. 1.001[5][c][9]), for conducting annual evaluations (BOG Reg. 1.001[5][f][10]) of the President. The President's evaluation is linked to institutional performance vis-à-vis the USF Strategic Plan, based on progress toward established goals . The BOT publishes the President's annual evaluation as part of their meeting minutes (Example of Presidential Evaluation[11]). *Comprehensive Standard 3.2.1* (*CEO Evaluation/Selection)* provides details of the President's evaluation .

USF administrators below the President are evaluated using processes specific to either academic or non-academic positions. Additional information on the qualifications of USF administrators is provided in *Comprehensive Standard 3.2.8 (Qualified Administrative/Academic Officers).* Information on the evaluation of all employees is provided in *Comprehensive Standard 3.2.9 (Personnel Appointment).*

Academic Administrators

Provost and Executive Vice President and Senior Vice President of USF Health

The Provost and Executive Vice President and the Senior Vice President of USF Health have direct reporting lines to the USF President, who is responsible for their annual performance evaluation. The evaluation process is defined by the President. Under the leadership of President Genshaft, the evaluation begins with the submission of a self-evaluation[12] from the person in each position. The President also solicits feedback from senior administrators (deans and above) and from selected members of the USF BOT. After reviewing the self-evaluation and all feedback, the President meets with each person to discuss his/her performance in light of the feedback and an established set of goals and objectives. Copies of evaluations are available upon request.

Vice Provosts

T he Provost and Executive Vice President evaluates v ice provosts annually . The effectiveness of the vice provost is based on a confidential survey (Vice Prov. Eval. Form, 2013-14[13]) of deans, associate deans, members of the Faculty Senate Executive Committee, and a supplemental group specific to the constituents with whom each vice provost directly works. The confidential survey contains a core set of questions used to evaluate all vice provosts but can also include one additional question chosen by the vice provost that addresses performance specific to his or her areas of responsibility. The core questions, developed by the Provost and Executive Vice President annually, request information on each vice provost's performance in advancing specific aspects of the mission of the University. This information is supplemented by an annual self-appraisal completed by the vice provost regarding aspects of his or her performance. Together, these materials form the basis for annual performance evaluation meetings with the Provost and Executive Vice President to review feedback received and to set expectations for the coming year. In addition to an annual review, the Provost and Executive Vice President makes a summative assessment of the overall performance of the vice provost and decides whether to reappoint him or her to another term, typically a three-year term. An example of an annual evaluation for a Vice Provost will be provided upon request.

Deans

T he Provost and Executive Vice President and the Senior Vice President for Health Sciences evaluate deans annually, as appropriate to their reporting relationship. The effectiveness of academic deans who report to the Provost and Executive Vice President is based on the annual College Profile, e.g., College of Arts and Sciences[14] ; a confidential survey[15] of college faculty; and other criteria established by the Provost and Executive Vice President. The confidential survey includes a core set of questions used to evaluate all deans. Those who receive the survey are also provided the College Profile and a brief written report from the dean summarizing the college's or unit's progress toward established annual goals. The results of the survey are summarized[16], provided to the dean, and discussed with the Provost as part of the annual review. In addition to the annual review, the Provost and Executive Vice President conducts a major review of each Academic Affairs dean every five years.

Department/School Heads

Deans are responsible for evaluating the performance of department chairs/directors so the process varies somewhat across the colleges. In the College of Arts and Sciences (the largest and most varied college), faculty in each unit complete a survey to evaluate the administrative and academic performance of their respective chairs. The results of the survey are provided to the Dean. The Dean uses this review, the academic performance of the unit (in relation to the university strategic plan) and his/her experience working with the individual chairs to complete each chair's evaluation. (e.g., Computer Science and Engineering[17]; Industrial and Management Systems Engineering[18])The effectiveness of all academic colleges, departments, and programs is also evaluated periodically through the University's Program Review process[19].

Non-academic Administrators

The USF Staff Performance Management Procedures[20] guide the evaluation of all non-academic administrators, including those reporting to the President and Provost and Executive Vice President. The procedures, available through the Division of Human Resources, require the development and communication of performance standards and expectations based on the specific duties, responsibilities, and requirements outlined in the position description. The position requirements define the competencies and attributes the employee is expected to demonstrate. Employee goals are also expected to align with the University's Strategic Plan, vision, mission, values, and goals.

The process requires an annual evaluation that includes a self-evaluation[21] by the employee and a performance evaluation[22] by the employee's immediate supervisor (Example of Administrative Staff Evaluation[23]). The essential elements of the review require the supervisor to:

1. review with the employee his or her performance during the preceding year and document the employee's overall performance rating using the Staff Performance Evaluation form;
2. review/update the position description with the employee;
3. communicate performance standards and expectations to the employee; and
4. set goals with the employee for the upcoming year.

The guidelines also include instructions for responding to an employee who receives a substandard evaluation. When an employee with regular status receives a substandard evaluation, the supervisor is required to:

1. provide the employee with written performance standards/expectations[24] (i.e., a performance improvement plan);
2. continue to coach the employee in an effort to help the employee improve his/her performance during the performance improvement (i.e., re-evaluation) period; and
3. conduct periodic progress review meetings (preferably weekly or biweekly) during the re-evaluation period and document coaching efforts in writing, with a copy to the employee and Human Resources.

3.2.11 The institution's chief executive officer has ultimate responsibility for, and exercises appropriate administrative and fiscal control over, the institution's intercollegiate athletics program. (Control of intercollegiate athletics)

Compliance Status: Compliant

Consistent with BOG Regulation 1.001(4)(d)[1], the University President is responsible[2] for the administration of all aspects of the intercollegiate athletics program.

The President, either directly or through designated representatives, is actively involved in the administration and oversight of the intercollegiate athletics program. She administers the program in accordance with all applicable federal and state laws and the rules of the National Collegiate Athletic Association (NCAA) and University of South Florida (USF) policies and procedures.

The Director of Intercollegiate Athletics (AD) reports directly[3] to the President, who hires him or her, establishes annual goals, and evaluates his or her performance. The AD manages day-to-day operations and oversees all aspects of the Department of Intercollegiate Athletics. The position is responsible for implementing the overall goals of the intercollegiate athletics program; managing all athletics personnel, facilities and budget; ensuring compliance with NCAA and conference regulations; developing and implementing marketing and fundraising strategies; and promoting the intercollegiate athletics program within the University and the community.

To exercise fiscal control over the athletics program, the President maintains active oversight of the Department of Intercollegiate Athletics' operating budget. All fiscal matters pertaining to the athletics program are controlled by the administration and the Finance and Audit Workgroup of the USF Board of Trustees[4] (BOT), with ultimate responsibility resting with the President.

The Associate Athletic Director for Business/Chief Financial Officer prepares the annual athletics operating budget based on input from coaches and administrative heads of units within the Department. The document is reviewed by the Director of Athletics and the Chief Operating Officer of the University and is then presented by the Athletic Director and the Athletic Chief Financial Officer to the President, who has the final authority for approval of the budget. With the President's approval, the proposed annual budget for the Department is presented to the Finance and Audit Workgroup of the USF BOT for review and approval. The athletics budget is incorporated within the University's annual operating budget, which, by BOG Regulations 9.007(2) and (3)(d)(2)[5], must be reviewed and ratified by the USF BOT and presented to the Board of Governors (BOG) for approval.

To ensure that appropriate institutional checks and balances are in place, the President assigns athletics-related responsibilities to various units throughout the University. By coordinating the involvement of various units of the University, the President maintains administrative control over the intercollegiate athletics program and ensures that any issues are brought to her attention and to the attention of the AD. For example:

- The Office of the Provost and Executive Vice President administers the University's Academic Enrichment Center for Student Athletes, and the Dean of Undergraduate Studies directly supervises the Center. The Dean of Undergraduate Studies presents an annual report on the academic performance of intercollegiate athletics to the Board of Trustees Workgroup on Academics and Campus Environment and the USF BOT (Academic Campus Environment Workgroup. Mtg. Agenda, Feb. 13, 2014[6]).

- The Athletics Council[7] is an advisory body to the President and works closely with the AD in oversight of academics and student welfare, review of gender equity, and the budget process. The Council is chaired by the institution's Athletics Faculty Representative.

These structures and procedures are in compliance with NCAA rules. The University's most recent NCAA Certification Self-Study[8], completed in 2007, describes how USF's procedures ensure appropriate athletics supervision and chain of command. The Athletics Compliance Office (ACO) of the Department of Intercollegiate Athletics is responsible for ensuring compliance. The office is managed by the Associate Director of Athletics for Compliance, who reports directly to the Deputy Director of Athletics. The Athletic Compliance Office is responsible for implementing all processes and systems necessary to assist the Director of Athletics and President in maintaining institutional control over all rules and regulations of the NCAA and the American Athletic Conference. The Athletic Compliance Office coordinates a comprehensive rules education effort with all University divisions and units.

3.2.12 The institution demonstrates that its chief executive officer controls the institution's fund-raising activities. (Fund-raising activities)

Compliance Status: Compliant

The University of South Florida's (USF) President (Chief Executive Officer) has ultimate responsibility[1] for the approval of all fundraising initiatives, campaigns, and solicitations, as well as for the policies and procedures that govern the University's fund-raising efforts.

The USF Foundation[2] is a direct support organization (DSO) of the University that serves as thephilanthropic entity through which private, charitable investments to the USF System are made in pursuit of scholarship, research and common educational and societal goals.

The USF Foundation operates under Florida Statute 1004.28[3], BOG Regulation 1.001, Sections 6(d)(h), 7(a), and 8(b)[4], and USF Policy 0-228[5]. The Bylaws[6] of the USF Foundation include all reference for compliance with state laws and administrative rules. In all its fundraising activities, the Foundation adheres to the code of ethics[7] established by the Council for Advancement and Support of Education.

The President's direct oversight of the USF Foundation as the fundraising arm of USF derives from a series of laws and operating procedures beginning with Florida Statute 1004.28, Section 3(2)(a) and (3)[8] which bestows the authority for control of DSO's to the Board of Trustees (BOT) of each institution within the State University System and establishes the President, or his/her designee, as a member of the Board of Directors. The Operating Procedures of the USF BOT delegates this authority to the USF System President in Article I, Section C(3)(b)[9] by giving the President responsibility "for all educational, financial, business and administrative functions of the University, consistent with University policy, and exercises such other powers, duties and responsibilities as are delegated or established by the Board or by law." Finally, in Article IV, Section 3, Powers and Duties of the USF Foundation Bylaws, several sections further delineate and finalize this authority. Foundation Bylaw, Article IV, Section 3(c)[10] gives the President authority to appoint the Vice President for Advancement and Foundation Bylaw, Article IV, Section 3(g) [11]enumerates a series of powers and duties of President ranging from item (1) "Monitor and control the use of university resources by the Foundation" to item (7) "Approve contribution of funds or supplements to support Intercollegiate Athletics". Foundation Bylaw Article IV, Section 4[12] empowers the President to "remove from office any officer or agent of the Foundation after consultation with the Executive and Governance

Committee." Viewed in their entirety, these laws, operating procedures, and bylaws extend to the USF President approval authority for all fundraising initiatives, campaigns, and use of funds as well as policies and procedures that govern all fundraising efforts.

The fundraising activities associated with the DSO, as stated in Florida Statute 1004.28, must be "consistent with the goals of the university," a portion of statute reinforced by USF Policy 0-228 which states that fundraising activities and proceeds are in support of "activities and programs related directly to the mission, role and scope of the University of South Florida System." Therefore, the Foundation's fundraising activities are focused on providing support for the fulfillment of the University's current mission to "...deliver competitive undergraduate, graduate, and professional programs, to generate knowledge, foster intellectual development, and ensure student success in a global environment." This focus is expressed in USF Policy[13], the Foundation mission statement[14], the BOT Operating Procedures[15], and through the areas of support[16] designated in USF's Unstoppable Campaign.

As provided by Florida Statute 1004.28, Section 3,[17] and the Bylaws of the USF Foundation (Article II, Section 2)[18], the USF President is a member of the USF Foundation Board and a member of its Executive Committee (Article III, Section 2)[19]. The USF Foundation must submit to the President any changes to the Bylaws. The President then submits the changes to the USF Board of Trustees (BOT) for approval.

The Senior Vice President for Advancement is appointed by and reports directly to the University President[20]. The Senior Vice President serves as the senior executive officer for the institution's fundraising activities. The Senior Vice President for Advancement develops fundraising policy and works in collaboration with the President, Provost and Executive Vice President, and other academic representatives to determine the priorities that support USF's mission and goals. The Senior Vice President for Advancement serves as the CEO of the USF Foundation[21] and, as previously addressed, is appointed to that position by the University President (USF Fnd. Bylaws, art. IV, sec. 3[c][10]). Any entity or organization affiliated with the USF System, including a DSO embarking on any capital campaign or other fundraising event, must first obtain written approval of the Senior Vice President for Advancement, in accordance with USF Policy 0-221[22].

USF System faculty or staff may not solicit or request funds prior to receiving the approval of the Senior Vice President of Advancement or designee. In accordance with USF Policy 0-216[23], the Senior Vice President for Advancement is responsible for the recruitment, hiring, training, managing, and dismissal of all employees performing fundraising duties at the USF institutions and in USF colleges and units.

3.2.13 For any entity organized separately from the institution and formed primarily for the purpose of supporting the institution or its programs,(1) the legal authority and operating control of the institution is clearly defined with respect to that entity; (2) the relationship of that entity to the institution and the extent of any liability arising out of that relationship is clearly described in a formal, written manner; and (3) the institution demonstrates that (a) the chief executive officer controls any fund-raising activities of that entity or (b) the fund-raising activities of that entity are defined in a formal, written manner which assures that those activities further the mission of the institution. (Institution-related entities)

Compliance Status: Compliant

A Direct Support Organization[1] (DSO) is a separate, not-for-profit corporation organized and operated exclusively to assist the University in achieving excellence by providing supplemental resources from private gifts and bequests and valuable educational support services. Florida Statute 1004.28[2] authorizes these organizations to receive, hold, invest, and administer property and to make expenditures to or for the benefit of the University. An independent certified public accountant conducts an annual audit of each organization's financial statements and submits the annual audit report to the Auditor General and the Board of Governors (BOG).

A Component Unit[3] (CU) is "an entity for which the Primary Government is financially accountable or any organization for which the nature and significance of their relationship with the primary government is such that exclusion would cause the primary government's financial statements to be misleading or incomplete." CUs are organized as not-for-profit corporations under Florida Statute 617[4]. The corporations are operated exclusively for scientific and educational purposes and not for pecuniary profit, and exclusively for the support and benefit of the University. Each corporation possesses all powers and authority as are now or may hereafter be granted to not-for-profit corporations under the laws of the State of Florida.

Current DSOs and CUs at USF

The USF Foundation

The University of South Florida Foundation, Inc. (DSO and CU) is a private, not-for-profit corporation chartered under Florida Statutes to function as the legal conduit for the raising, acceptance, investment, and distribution of all private gifts made to the University of South Florida. The USF Foundation promotes higher education in general and specifically encourages the advancement of teaching, research and community engagement through private support for the University's academic, research and student development endeavors. The USF Foundation is guided by a Board, composed of alumni, business and community leaders who are vitally interested in higher education in the greater Tampa Bay region and beyond. The Board directs the receipt and administration of private funds, properties, and services contributed to USF. It accepts gifts in support of activities directly related to the mission of the University of South Florida, including cash, property (real and otherwise), securities, bequests, and trust and life income agreements. The USF Foundation Bylaws[5] include all reference for compliance with state laws and administrative rules. The relationship between the Foundation and the institution is described in Florida Statute 1004.28[6] and in the BOG Regulation 1.001(6)(d)(h)(7)(a)(8)(b)[7]. The institutional governing board, the USF Board of Trustees, prescribes in USF System Regulation 13.002[8] the conditions for certifying Direct Support Organizations (DSO) and permitting them to use University property and services. The Regulation provides for basic requirements such as budget review, auditing requirements, and procedures for decertification of a direct support organization consistent with the provisions of state law. There are no liabilities associated with the relationship between the University of South Florida and the USF Foundation.

The USF Alumni Association

The University of South Florida Alumni Association, Inc. (DSO and CU) seeks to maintain and enhance a mutually beneficial, lifelong relationship between the University and its alumni. The mission of the Alumni Association is to connect alumni, support students, and strengthen USF.

The University Medical Service Association, Inc.

The University Medical Service Association, Inc. (CU) is organized for the collection, administration, and distribution of funds exclusively for the support of the objectives of the College of Medicine, the University's Health Center, and the University, in accordance with the College Faculty Practice Plan organized under BOG Regulation 9.017[9] and USF Policy 9.017[10].

The USF Medical Services Support Corporation

The University of South Florida Medical Services Support Corporation (DSO and CU) provides non-physician personnel and services that support the operation of the facilities utilized by the University's College of Medicine for its approved programs of medical education, research, and clinical service. USF Medical Services Support Corporation has also been authorized to function as the fiscal agent for the administration of USF Health Sciences Center Continuing Professional Education program funds.

The USF Health Professions Conferencing Corporation

The USF Health Professions Conferencing Corporation (DSO and CU) assists healthcare professionals with the development and maintenance of professional excellence through the ethical, innovative, and efficient dissemination of knowledge and enhancement of skills required for clinical practice, research, and education. The Health Professions Conferencing Corporation is committed to sponsoring quality activities/events to meet the needs of USF faculty, alumni, and healthcare professionals practicing throughout the state, nationally, and internationally.

The USF Research Foundation, Inc.

The University of South Florida Research Foundation, Inc. (DSO and CU), a not-for-profit organization, exists to support technology research as a catalyst for economic development and to advocate for the development and construction of facilities for high-technology companies and related support functions. The Research Foundation facilitates the commercialization of University inventions and is responsible for administering all royalties related to intellectual property. The Research Foundation owns and operates the USF Research Park of Tampa Bay. The Research Foundation also administers USF Connect and the Tampa Bay Technology Incubator on behalf of the University, as well as the Florida High Tech Corridor Matching Grants program.

The USF Financing Corporation

The USF Financing Corporation (DSO/CU) is a Florida not-for-profit corporation organized to receive, hold, invest, and administer property for the benefit of the University.

The USF Property Corporation

The USF Property Corporation (CU) is a Florida not-for-profit corporation formed to support the University and the Financing Corporation by assisting with acquiring and constructing facilities.

The Sun Dome, Inc.

The Sun Dome, Inc. (DSO/CU) is organized to operate and administer for and on behalf of USF an arena located on the campus of the University in Hillsborough County, Florida, as designated by the University, for the conduct of activities, events, and entertainment on behalf of the University's students, faculty, and staff.

Legal Authority and Operating Control

USF Regulation 13.002[8] outlines the requirements for University direct support organizations, including audits, budget review, and procedures for decertification in accordance with the provisions of state law and provides that the University President shall monitor and control the use of University resources by the organization, control the use of the University name by the direct support organization, monitor compliance of the organization with federal and state laws, recommend to the BOT an annual budget, review and approve quarterly expenditure plans, and approve contributions of funds or supplements to support intercollegiate athletics.

Relationships, Liability, and Control of Activities

In accordance with USF Policy 0-216[11], any entity or organization affiliated with the USF System, including a DSO embarking on any capital campaign or other fundraising event, must adhere to USF Policy 0-216 which sets forth in a formal written manner the activities permitted and which requires such entities to first obtain written approval of the Vice President for Advancement.

3.2.14 The institution's policies are clear concerning ownership of materials, compensation, copyright issues, and the use of revenue derived from the creation and production of all intellectual property. These policies apply to students, faculty, and staff. (Intellectual property rights)

Compliance Status: Compliant

Florida Statute 1004.23[1] authorizes the University of South Florida (USF) to secure letters of patent, copyrights, and trademarks on any work products and to enforce its rights with respect to them, taking into consideration the contributions made by University personnel in that intellectual property development.

Patents, Trademarks, Licensing, and Copyright

By virtue of this legal authority, the University has adopted a regulation (USF Reg. 12.003[2]) and policy (USF Pol. 0-300[3]) with respect to inventions and works involving patents, trademarks, and licensing, as well as the production of written materials such as "books, articles, and similar works." The regulation and policy apply to all faculty, staff, and students at the University. Collective Bargaining Agreement, Article 18, Inventions and Works[4], covers issues of patents, trademarks, and licensing, which, in reference to the United States Copyright Act, are the property of the author, and the author therefore has the right to determine the disposition and any resulting revenue.

Additionally, BOG Regulation 1.001(8)(d)[5] clarifies that income to a university derived from intellectual property for which interest has not been assigned should be used to support the research and sponsored training programs of the university. State universities may also assign interests in research intellectual property to a research foundation that is a direct-support organization of the university.

The USF Office of Research and Innovation[6] advises and assists faculty, students, and staff in disclosing, publishing, copyrighting, and exploiting the results of their University-supported research. The Office of Technology Transfer/Patents and Licensing[7] is under the Senior Vice President of Research and Innovation. Policies, Procedures, and Guidelines[8] regarding the development and disclosure of inventions are available on the Office of Research and Innovation website. The Technology Transfer Office website makes Patents and Licensing Forms[9] available for individuals who seek legal protection. An example of an agreement will be provided upon request.

Copyright Protection

USF has established Policy 0-105[10] to govern copyright protection and infringement. This policy applies to faculty, staff, and students.

3.3 Institutional Effectiveness

3.3.1.1 The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in the following area:
educational programs, to include student learning outcomes. (Institutional Effectiveness)

Compliance Status: Compliant

The University of South Florida (USF) identifies expected student learning outcomes for all educational programs, assesses the extent to which students achieve the outcomes, and provides evidence of program improvement based on an analysis of the assessment results.

In Search of Causal Links: An Organizational Overview

Institutional-effectiveness practitioners at all institutions are united in a common cause, and each must devise methods and approaches that best suit the charactersitics of their respective institutions. At USF institutional-effectiveness practitioners, like those at other institutions, are charged with measuring institutional effectiveness as a means to assist in efforts to affect unidirectional change in student learning and success. Furthermore, as the term indicates, "institutional" effectiveness has many layers and a variety of methods must be applied in the search for causal relationships between institutional characteristics and student success. This narrative is specifically focused on an ongoing scientific endeavor: the successful discovery of valid measures yielding data which accurately reflect levels of student learning that can then be linked to curricular and pedagogical attributes - attributes which can in turn be altered for the purpose of improving student learning and success. This is a complex undertaking given the lack of control a practitioner has over the myriad variables, both debilitating and facilitating, that interact with student learning in the living laboratory of institutional life. However, measures of student learning in terms of specific competencies or constructs are not the only indicators of institutional effectiveness. Programmatic outcomes are also important indicators of institutional effectiveness, and these outcomes are also part of the story of student success at USF. All measures of student learning and success, whether it be direct measures of student competencies such as critical thinking or programmatic outcomes such as graduation rates, will be discussed in the narratives in this 3.3.1 series. Isolating the causal links between institutional characteristics and student success is a complex undertaking, but efforts to set student-success goals, measure the extent to which students are meeting those goals, and make changes to optimize student progress toward them is a serious endeavor at USF. This series of narratives describes these ongoing efforts.

The Assessment Mandate and USF's Institutional Commitment

Learning outcomes assessment has long been an integral part of academic programs at USF. The requirement that each program develop and execute a student learning outcomes assessment plan was implanted in the ethos of higher education during the mid-1980's with the publication of the many reports critical of higher education's commitment to student learning, the first of which was the Carnegie Commisstion resulting in *A Nation at Risk.* States began soon after to require learning outcomes assessment, Florida being no exception. The Florida Board of Governors (BOG) began requiring learning outcomes assessment at the undergraduate level well over a decade ago and today its learning outcomes mandate is embodied in BOG Regulation 8.016[1]. Internally USF Policy 10-060[2] supports the BOG mandate by requiring the creation of Academic Learning Compacts (ALCs) for all undergraduate academic programs (regardless of mode of delivery). Together this regulation and policyrequires each program to:

- outline expected student learning outcomes in the areas of content/discipline-specific knowledge and skills, communication skills, and critical thinking skills;
- develop methods for assessing student achievement of the defined outcomes;
- assess student achievement of the outcomes; and
- use the evaluation results to improve student learning and program effectiveness.

BOG Regulation 8.016, Section (2)(c)[3] further mandates that the "articulation and assessment of expected core student learning outcomes, as well as program evaluation and improvement, shall occur on a continuous basis." A status report for the ALCs[4] is submitted to the BOG every January 31 and must cover the period from January 1 to December 31 of the previous year. The Office of Institutional Effectiveness, Academic Planning, and Review (OIE) is responsible for this report and has developed a sophisticated database for the maintenance and annual reporting of the ALCs to the BOG (ALCs, BOG Rep., 2013[4]). While this database handles the ALC reporting process, it also facilitates feedback from assessment specialists to the academic departments regarding the status of their assessment plans. As a result of this tool, student learning outcomes assessment has become increasingly robust and sophisticated at USF. This narrative will discuss the current status of student learning outcomes assessment at USF. Additional information on the planning and evaluation process is provided in *Core Requirement 2.5 (Institutional Effectiveness)*. Information on college level competencies and student achievement is provided in *Comprehensive Standard 3.5.1 (General Education Competencies)* and *Federal Requirement 4.1 (Student Achievement.).*

Before moving on a brief comment must be made about the institutional commitment to sound methodology and design in the practice of student learning outcomes assessment. Student learning outcomes assessment in U.S. higher education historically emerged from a long traditional of parametic and non-parametic statistical foundations in measurement theory. Of course this approach has been influenced by other cognitive and affective theories resulting in an amalgam of approaches currently in practice at institutions of higher education across the country. USF has charged the Office of Institutional Effectiveness, Academic Planning and Review with setting the standards of best practice and providing guidance to all programs in the execution of sound practices. It is important to note at the outset that every effort is made to inculcate student learning outcomes assessment at USF with an ethos of sound theory and practice which includes a demand for a theoretically valid connection between curricula and outcomes, robust measures which result in quantitatively meaningful data, efforts to evaluate the reliability and validity of measures, and curricular adjustments that are themselves a measurable reflection of continuous improvement. While it is beyond the purview of the current narrative to launch into a deeper discussion of measurement theory, it is essential to note the commitment of OIE, and by extension other assessment practitioners at USF, to scientifically sound theory methods and the concomitant practice of assessment at USF.

Student Learning Outcomes Assessment Process

The USF OIE provides University-wide leadership for and assistance with student learning outcomes assessment. OIE works closely with individual academic program representatives to assure the promulgation of assessment activities that reflect best practices and ensure the alignment of USF's assessment activities with state mandates and/or external accrediting requirements. The departmental representatives are given access to the System of Assessment Management (SAM)[5] and are provided feedback on their ongoing assessment efforts, and with the support of OIE the faculty within each academic program are responsible for the following in all major or certificate programs:

1. defining clear, measurable learning outcomes for students in the program;
2. identifying and implementing measures that assess the degree to which their students attain those outcomes;

3. analyzing the data gathered through the application of assessment measures for information relevant to the program; and
4. using the resulting information as the basis for continuous improvement in the academic program.

These essential elements are defined in an assessment plan adopted for use by every undergraduate, graduate, and professional program. They are based on criteria for best assessment practices and align with the BOG regulation on Student Learning Outcomes Assessment.

Guidelines for the development of undergraduate[6] and graduate[7] academic assessment plans, submission deadlines, and assessment resources are posted and updated annually on the OIE website[8]. In addition to traditional degree programs, certificates are commonly used at USF to denote that a student has taken a coherent set of courses in an area of academic concentration. Because of the unique role of certificate programs, specific guidelines for developing certificate assessment plans[9] were created and posted on the OIE website. The fundamental steps of the process mirror the academic degree program assessment process. The result of these procedural requirements all academic degree-granting entities must assess every major and certificate program under their purview.

Assessment and Distance Education

As previously stated all USF major programs and certificates must conduct student learning outcomes assessment regardless of mode of delivery. Principles of sound practice in the assessment of student learning outcomes established for USF's traditional education programs/courses are used to ensure that the online delivery of a course/program is comparable to the delivery of instruction in a traditional format. USF Policy 10-065, Credit Hours[10], establishes criteria to be used by the Graduate or Undergraduate Council for approving the online delivery of a credit-bearing course. These criteria include academic engagement and student learning outcomes for distance education courses that are comparable to the traditional delivery of the courses/programs, or identified, comparable courses/programs. Additionally, USF Policy 10-065, Sections II(f) 3 and 4[11], establish requirements for assessing and reporting on comparability of student learning outcomes and for having procedures in place for the ongoing design of online courses/programs to ensure comparability with the traditional delivery of the courses/programs.

Assessment Management System

Reports that document assessment practices at USF are collected by OIE in the secure System for Assessment Management (SAM)[5]. OIE developed and implemented this web-based reporting system in collaboration with the application development and data management division of the Office of Decision Support (ODS). The system documents the planning and evaluation processes at the University that support continuous improvement and evidence-based decision making. All electronic reports associated with these processes are archived for password-protected review within SAM.

Assessment Cycle

As illustrated in the following graphic, USF follows a well-established cycle to accomplish the assessment of student learning outcomes.

Illustration 1: USF Assessment Cycle
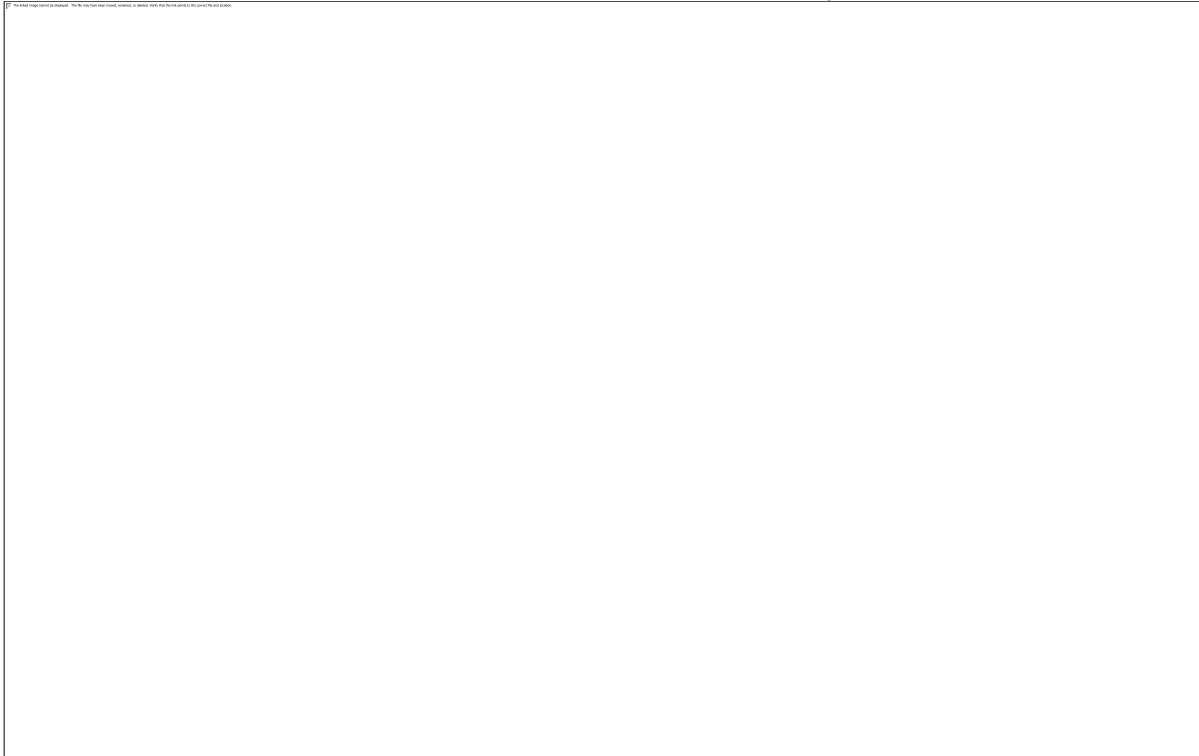
To implement the process, the following actions are required for all academic programs:

1. Develop an assessment plan using the Assessment Plan Template[12] available from OIE.
2. Create a record for the academic program in SAM (completed by OIE at the request of the program faculty). Program representatives must also request access to the system from OIE.
3. Submit the assessment plan to OIE using the online SAM.
4. Follow the established timeline for submission for the current cycle and submit a report of "results" and "use of results" within the system.

The process follows an annual assessment reporting calendar. Below is an example of a calendar from the Fall 2013 term.

Event	Deadline
Online System for Assessment Management (SAM) opens for 2012-13 reporting cycle	August 26
First three sections of plan (outcomes/objectives, method, performance targets) submitted to system	October 11

"Results" & "Use of Results" submitted to system	November 8
Archiving of 2012-13 reports (System locked for current cycle)	December 13
BOG academic program assessment report	January 2014

Student Learning Outcomes Assessment Reports: Our Entire Array of Reports

As noted above, a copy of all academic assessment plans are maintained in the SAM system with the "results" and "use of results" reported to the Florida Board of Governors by OIE annually. Rather than provide sample assessment reports for the most recent full year of assessment, we have provided the entire USF array from our System of Assessment Management. These 2012-13 assessment reports include all academic degree programs[13] as well as certificate programs[14] in order to provide documentation of a completed assessment cycle for the entire university.

Meta-Evaluation of Academic Program Assessment

OIE annually reviews plans submitted to SAM using a review rubric[15] and specific audit review codes[16] for the purpose of providing feedback to the program faculty. The review is conducted within SAM with the audit codes attached to each section of the plan. The codes represent a specific portion of the plan that requires attention. For example, "IR" indicates a need for inter-rater reliability in rubric-based assessment. When the review is complete, an audit report is automatically generated by SAM. The audit report[17], using audit codes, rates each element of the assessment plan as *in compliance, needs work, or non-compliant* and is designed to provide guidance on improving the assessment plan. Academic Assessment Council[18] members and those charged with assessment receive the report along with the audit review codes and information on addressing methodological issues[19].

Florida BOG Assurance of the Quality of Academic Programs

The Florida BOG considers student learning outcomes assessment (BOG Regulation 8.016)[1] in the broader context of academic program quality. Outcomes assessment is viewed by the BOG as closly connected to Academic Program Review (BOG Regulation 8.015[20]) and specialized accreditation (BOG Regulation 3.006[21]). These three policies are reviewed periodically as a group by the BOG staff and the SUS Council of Academic Vice President's Workgroup. Academic Program Review and specialized accreditation are discussed below in the context of this broader BOG framework.

Academic Program Review

While the Institutional Effectiveness review detailed in this narrative is the primary tool for collecting and reviewing the assessing student learning outcomes, USF also relies on the quality enhancement focused Academic Program Review process to garner a long-term examination of the assessments and improvements made based on an analysis of assessment results. The Florida BOG requires that all academic degree programs undergo an Academic Program Review[22] at least every seven years following a schedule published by the BOG[23]. These reviews provide a comprehensive overview of a program's mission, goals, and resources, including an assessment of student learning outcomes and evidence of continuous program improvement. The results inform strategic planning, program development, and budgeting decisions at the university level, and, when appropriate, at the state level.

At USF, the OIE oversees the seven-year academic program review process. The review procedure includes the following:

- self-study by the program's department;
- dean's report in response to the self-study;
- report from an external consultant; and
- review and approval by the Provost and Executive Vice President.

Following the notification of the review schedule, the department prepares a self study that includes, among other information, an in-depth review of student learning outcomes assessment activities and a summary of changes that have been made in response to recommendations from previous reviews (Program Review Self Study Guidelines[24]). The review allows the department faculty, the dean, and the Provost and Executive Vice President to examine the current state of the program and to develop plans for changes that will contribute to the continuous improvement of the program (e.g., Program Review, Chemistry Self-Study[25]; Program Review, Sociology Self-Study[26]).

Specialized Accrediting Agencies and Student Learning Outcomes Assessment

The Florida BOG strongly encourages SUS institutions to seek available specialized accreditation for its academic programs. As a result, many academic programs at USF are accredited by discipline-specific accreditation bodies that require the program to develop student learning outcomes, assess the extent to which students are meeting those outcomes, and use the results of the assessments to make improvements to the programs. Examples of these include Specialized Accreditation for Engineering Programs, ABET Criteria 3[27]; Specialized Accreditation for Social Work, Standard 4: Assessment[28]; and Specialized Accreditation for Business, AACSB Standard 8: Curricula Management and Assurance of Learning[29].

Programs granted specialized accreditation may use the accreditation to satisfy the BOG's Academic Program Review requirement. OIE works with the departments to align these requirements with the Institutional Effectivenes assessment process detailed above.

3.3.1.2 The institution identifies expected outcomes, assesses the extent to which it achieves

these outcomes, and provides evidence of improvement based on analysis of the results in the following area:
administrative support services. (Institutional Effectiveness)

Compliance Status: Compliant

University of South Florida (USF) administrative support units establish goals and objectives, systematically assess the extent to which the goals are attained, and use the results of those assessments to improve services.

Overview

The University's administrative support units[1] provide the leadership, support, resources, and services to carry out the University's mission[2] to " deliver competitive undergraduate, graduate, and professional programs, to generate knowledge, foster intellectual development, and ensure student success in a global environment."

In programmatic planning and assessment, there are generally two categories of "outcomes." In the assessment of academic programs the focus is usually on student learning outcomes though faculty are also concerned with what we typically call institutional or programmatic outcomes which differ from a learning outcome. There is, for example, a difference between specific student learning outcomes related to the assessment of a mental construct, say, "critical thinking" versus a purely quantitative outcome, for example, "increase the departmental graduation rate." While each of these outcomes is desirable, they are quite different in character. While the focus of Comprehensive Standard 3.3.1.1 is more narrowly on student learning outcomes, the narratives for 3.3.1.2 and 3.3.1.3 broadens this focus on the execution of unit or programmatic goals which, in planning and evaluation terms, are not restricted to student learning outcomes. The administrative support units clearly understand planning language that includes concepts such as "objectives," and many of these units may never interact with students in a typical classroom situation so "student learning outcomes" in their daily activities is replaced by programmatic objectives or outcomes. The challenge for the Office of Institutional Effectiveness, Academic Planning and Review (OIE), or any office charged with oversight of outcomes assessment, is providing a consistent framework for learning in the sense of performance improvement or target efficiencies within an administrative unit that can be tracked and promoted in a similar fashion to academic departments. OIE's System of Assessment Management (SAM) has been developed in a way that is sensitive to this difference in focus, and the appointment of an Administrative Assessment Council, the counterpart of the Academic Assessment Council, has moved unit effectiveness forward in a way consistent with the academic units.

The University has 11 major administrative support units that provide 38 administrative support services. While the various administrative divisions organize their work in different ways, there is a continuity in the framework utilized to design assessment plans, and as a result the different divisions are unified in focus though flexible in their approach. For example, the Registrar's Office prepares a single divisional assessment plan and annual report, while other highly diverse organizations, such as Information Technology, conduct their institutional effectiveness analyses in a more localized manner with individual units planning and reporting separately. Administrative units most often focus their objectives on operational issues of efficiency rather

than on learning outcomes, but their ability to function within the realm of "assessment" in a way similar to academic units has been unfettered by our careful use of planning language, e.g. the term "objective" in administrative plans replaces the word "outcome."

This narrative describes how USF administrative support units employ assessment processes to improve administrative support services at the University and includes assessment reports from across the campus. Information on strategic planning and evaluation processes is provided in *Core Requirement 2.5 (Institutional Effectiveness).*

Administrative Support: Unit Assessment Processes

The essential elements of all reviews ensure that unit objectives have been set, that these objectives are evaluated systematically, and that continuous improvement occurs based on the evaluation. Specifically, the essential elements of the assessment process include:

1. defining objectives that are linked to the University mission;
2. identifying and implement measures that assess whether or not objectives have been met;
3. analyzing the data gathered through the assessment measures for information relevant to the unit; and
4. using the results of data analysis as the basis for improvements in the unit.

The University's Office of Institutional Effectiveness, Academic Planning, and Review (OIE) provides University-wide leadership in assessment by working closely with administrative support unit representatives through an Administrative Assessment Council (see below) to monitor the implementation of assessment activities that reflect best practices and ensure alignment with state mandates and/or external accrediting requirements.

The OIE website[3] contains information on the assessment process process, annually updated deadlines, and specific guidelines[4] to establish best practices and assist administrative support units in planning and conducting their assessment. The fundamental steps of the process mirror the academic program assessment process, including the following:

- All units are required to have an assessment plan on file with OIE and placed in the System for Assessment Management (SAM). Assessment Plan Templates[5] are available on the OIE website.

- A record is created by OIE for each of the units in the System for Assessment Management[6] (SAM). Designated users for each unit maintain and update the assessment plans. Users can request permission to the system[7] by clicking the specified link on the system site. The system then creates logins with the user's NET ID and email address.

- Following the deadline, OIE generates a compliance status report[8] from the system to determine which programs have turned in their completed annual reports for all the required components of the assessment template. Following the deadline, SAM is archived with locks the system while rolling mission, goals, outcomes, and measures forward to the next assessment cycle.

- OIE notifies users who are not in compliance and works with them to modify issues and/or provide missing elements of their plans.

Outcomes Assessment Reports for Administrative Units

The administrative head of the support unit is responsible for the assessment activities of the unit including maintaining and updating assessment plans in SAM, completing the assessments, reviewing the results with the unit personnel, and ensuring appropriate actions are taken to improve the unit's programs and services. OIE provides central coordination and support for the process; maintains the assessment plans; orients unit leaders to the process[9]; and provides support as needed. OIE also convenes meetings of the University Assessment Council[10].

While examples of best practices among administrative support units are provided below, an extract from SAM provides the entire array of assessment plans and results from administrative service units. These assessment reports are from the 2012-13 assessment cycle.[11]

Improvements Based on Reviews of Administrative Support Units: Best Practices

The following are examples of administrative support units that established goals and objectives for their services, systematically assessed the extent to which the goals were attained, and, closing the data feedback loop, used the results of those assessments to improve services. These examples of best practices are provided to other administrative units as models for emulation.

- Research and Innovation: Comparative Medicine Assessment Cycle, 2012-13[12]
- Academic Affairs: Planning and Analysis Assessment Cycle, 2012-13[13]
- Information Technology: IT Support Services Assessment Cycle, 2012-13[14]

These examples demonstrate best practices in programmatic assessment while underscoring the need for differential approaches to assessment among various administrative branches of the university.

3.3.1.3 The institution identifies expected outcomes, assesses the extent to which it achieves

these outcomes, and provides evidence of improvement based on analysis of the results in the following area:
academic and student support services. (Institutional Effectiveness)

Compliance Status: Compliant

The University of South Florida (USF) identifies expected outcomes for its academic and student support services, assesses the extent to which it achieves these outcomes, and provides evidence of improvements made on the basis of the assessments.

Overview

USF's commitment to the provision and assessment of its student and academic support services flows from the Florida Board of Governors (BOG) Strategic Plan 2012 - 2025 which challenges State University System institutions to "maintain a commitment to excellence and continuous improvement." (Page 8, BOG Strategic Plan[1]). In response to the BOG plan, Goal One of the USF Strategic Plan[2] 2013 - 2018 is to produce "well-educated and highly skilled global citizens through our continuing commitment to student success." USF's academic- and student-support units play a key role in the achievement of this goal. As a result of the ongoing assessment efforts described below, these services have been transformed at USF over the past five years.

This narrative describes the manner in which academic and student support units employ assessment processes aimed at the continuous improvement of these services at the University. It also includes not only the full array of assessment reports but also examples of best practices from across the campus which act as examples for all units striving to improve their programs. A broader discussion of the planning and evaluation processes involved is provided in *Core Requirement 2.5 (Institutional Effectiveness).*

It should also be noted that the caveat stated in greater detail in 3.3.1.2 should be considered here. Academic and student support units do not always interact directly with students nor do most of them function in the typical classroom setting. Therefore their outcomes tend to be programmatic objectives rather than student learning outcomes. However, as discussed below, these units have developed robust assessment plans, many based on guidance from the Council for the Advancement of Standards in Higher Education (CAS) which provides a sound framework for best practices in student-affairs units. Academic support units are subject to the same USF policies and procedures which govern assessment in all academic and administrative units.

Further discussion of academic and student support services is provided in *Core Requirement 2.9 (Learning Resources and Services)*, *Core Requirement 2.10 (Student Support Services)*, and *Comprehensive Standard 3.4.9 (Academic Support Services).*

Essential Elements of Best Practices in Assessment

Borrowing from longstanding best practices guidelines such as the General Standards[3] proposed by the Council for the Advancement of Standards in Higher Education (CAS)[4], OIE designed a set of assessment standards for academic- and student-support units at USF. For example, the twelfth general standard of CAS provides guidance for the Assessment and Evaluation of support units in higher education to include the development of a clearly articulated assessment plan, adequate resources to implement the assessment plan, direct and indirect methodologies to ensure unit mission, goals, and objectives are being met, and use of results to revise and improve programs. These principles are reflected in the guidelines provided by OIE for the assessment of academic and student support services[5].

The essential elements of all assessment activities ensure that academic and student support unit objectives have been clearly articulated, that these objectives are evaluated systematically, and that continuous improvement occurs as the result of data analysis and subsequent overall program evaluation. Specifically, the essential elements of a robust assessment process include the following:

1. Define objectives and/or outcomes that are linked to the University mission and strategic plan;
2. Identify and implement measures that assess whether objectives and/or outcomes have been met;
3. Analyze the data gathered through the assessment measures for information relevant to the unit; and
4. Use the resulting information as the basis for improvements in unit performance.

All academic and student support units develop plans using these guidelines, and each unit submits data and use of results to the Assistant Director of Assessment annually, using the System of Assessment Management [6](SAM) as the central repository. These reports are then reviewed by the Administrative Assessment Council (as discussed in CS 3.3.1.2).

It should further be noted that assessments by support services are part of a broader cyclical Program Review based on CAS Guidelines[7]. Examples of the programs following the CAS guidance for program review are demonstrated by the Departmental Program Reviews for the Center for Leadership and Civic Engagement [8]and Campus Recreation[9]. Though CAS standards and student-affairs program review cover only student-support services, all academic support services are covered under Academic Affairs and all requirements for these programs are subject to the assessment requirements for academic units under USF Policy 10-060[10]. Together these guidelines and policies assure that ongoing efforts to assure institutional effectiveness cover all academic and student support services.

Academic and Student Support Unit Assesssment Process

The Office of Institutional Effectiveness, Academic Planning, and Review (OIE)[11] provides University-wide leadership in assessment by working closely with representatives from administrative units to ensure the promulgation of assessment activities that reflect best practices and ensure the alignment of USF's assessment activities with state mandates and/or

external accrediting requirements. Furthermore, the Assistant Director of Assessment provides guidance on the design of robust assessment plans tailored for use by administrative academic and student support units. These elements of best practices are discussed below. The OIE website[12] provides resources to guide the process for academic and student support unit assessment. The fundamental steps of the process mirror the administrative support unit assessment process detailed in SACSCOC *Comprehensive Standard 3.3.1.2 (Administrative Support Units*), including the following:

- All units are required to have an assessment plan on file with OIE. Assessment Plan Templates[13] are available on the OIE website.

- The Assistant Director of Assessment creates a record for each of the units in the System for Assessment Management[6] (SAM). Designated users for each program and/or unit maintain and update the assessment plans. Users can request permission to the system[14] by clicking the specified link on the system site. The system then creates logins using NETIDs and email addresses.

- Following the deadline, the Assistant Director of Assessment generates an automatically generated compliance status report[15] from the system to determine which units have submitted annual reports with all the required components of the assessment template.

- Using the tools built into SAM, the Assistant Director of Assessment notifies users who are out of compliance with the standards and requests they make corrective adjustments to plans where needed and/or submit missing plan components. Components which remain out of compliance are submitted to the Associate Vice President for Academic Planning and Review in the Office of the Provost and Executive Vice President who works with the senior institutional leadership to assist in bringing units back into compliance. This is an ongoing process, a snapshot of which may be viewed in the compliance status report link above.

The University's Academic Support Services[16] and Student Support Services[17] units choose operational and/or student learning outcomes appropriate to their individual missions. For example, units in Student Affairs often provide courses and include student learning outcomes[18] for courses as part of their assessment, as well as operational outcomes related to efficiency and services. The Outcomes Assessment Rubric[19] utilized by the Division of Student Affairs provides its units with guidance on developing student learning and operational outcomes, employing the assessment process used by administrative support units[5] as the framework for the Student Affairs assessment plans.

Outcomes Assessment Reports for Academic and Student Support Services

The administrative head of each support unit is ultimately responsible for the assessment activities of the unit, including the maintainence and regular updating of assessment plans and reports in SAM, completing the assessments, reviewing the results with the unit personnel, and ensuring appropriate actions are taken to improve the unit's programs and services. In addition, unit heads identify administrators with whom the Assistant Director of Assessment works to ensure compliance with university standards; these coordinators take primary responsibility for entering and updating assessment plans; reviewing the plans, using an Assessment Review Report[20] with a corresponding Assessment Scorecard Code Key[21]; and following up with unit leaders to ensure those leaders take appropriate actions to improve the unit's programs and services.

OIE provides central coordination, oversight, and support for this process. OIE orients unit leaders to the review process; recruits, appoints, and charges review teams with their task; facilitates the steps in the process; provides support as needed; arranges follow-up meetings; and maintains the reports associated with the reviews in SAM.

The full array of assessment reports housed in SAM have been extracted for review and this extraction represents all assessment reports from the 2012-13 assessment cycle for the Academic Support Services[22] and the Student Support Services[23].

Improvements Based on Reviews of Administrative Support Units

Below are examples of units which have shown programmatic improvements based on the assessment of academic- and student-support units. It should be noted that plans that model best practices are available to other units on the OIE website.

- Student Affairs: Student Government[24]
- Information Technology: Classroom Technology, Assessment Cycle 2012-13[25]

- Library Services: Library Services, Assessment Cycle, 2012-13[26]

Results from Additional Assessments: Triangulation of Direct and Indirect Measures

In addition to the unit assessments presented from SAM, USF regularly participates in the National Survey of Student Engagement (NSSE). In the spring of 2006, a longitudinal display[27] of these data was compiled by OIE and presented to the Provost and Executive Vice President and the USF System President. These data showed not only the results of the NSSE survey at regular intervals but showed the statistically significant disparity between USF and peers at public AAU institutions, the group against which USF measures its success. As it is based on student self-reported data, NSSE represents an indirect measure of student

outcomes. However, this survey is a well-established institutional measure of student perceptions and together with the programmatic data represented above, it provides triangulation of data for institutional action. For USF this provides an example of "closing the loop" at the institutional level.

In response to the NSSE report and in conjunction with assessment data from academic- and student-support services, the President and Provost and Executive Vice President created a Student Success Taskforce which launched a year-long examination of university practices culminating in a Task Force Report[28], a major portion of which focused on student and academic support services.[29] This report with campus-wide representation provided clear recommendations which resulted in a complete overhaul of academic- and student-support services, the results of which have exceeded expectations in the area of student success. The following are but a few of the major changes initiated by the USF leadership:

- A Vice Provost for Student Success was appointed;

- All student enrollment management units were realigned to report to the Vice Provost for Student Success;

- The Office of Decision Support was reorganized so that key researchers were focused on student success;

- The Office of Student Affairs was reorganized and the Vice President for Student Affairs reported to the Provost;

- The Dean of Undergraduate Studies, the Vice President for Student Affairs, the Vice Provost for Student Success, and units from Information Technology transformed the technology applied to student information; and

- Key units such as the Office of Career Services, Testing, Counseling, and Advising were provided resources and realigned to support the student-success initiative.

Many data points focused on student success have been tracked since the formation of the Student Success Initiative as a result of the Task Force Report, but the single-most important example of the impact of these changes has been the steady and rapid rise of the six-year graduation rate which has moved from 52% in 2006 to 63% in 2014. This dramatic rise is unusual among public institutions. While this is representative of an institutional outcome, it is

the culmination of a focused effort resulting from direct and iindirect assessment utilized for the benefit of students.

The institution continues to strive to improve student success through the use of a variety of assessment techniques. This narrative began with a commitment to student success, and ends with the single-minded focus that flows from Goal One of the USF 2013 - 2018 Strategic Plan to produce "well-educated and highly skilled global citizens through our continuing commitment to student success."

3.3.1.4 The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in the following area:
research within its mission, if appropriate. (Institutional Effectiveness)

Compliance Status: Compliant

The University of South Florida (USF) identifies expected outcomes for its research within its mission, assesses the extent to which outcomes are achieved, and provides evidence of improvements made on the basis of the assessments.

USF's research mission flows from the Florida Board of Governors (BOG)Strategic Plan 2012 - 2025 which challenges the BOG to "work with institutions to align undergraduate and graduate programmatic offerings, as well as research efforts, based on each institution's unique strengths and missions." (Page 8 of BOG Strategic Plan[1]). The BOG Strategic Plan also provides an impetus for the research missions of SUS institutions in its matrix of strategic priorities[2] which includes the priority "Scholarship, Research, & Innovation" across the levels of "Excellence," "Productivity," and "Strategic Priorities for a Knowledge Economy." Following the BOG's lead, USF has embedded the generation of new knowledge in the mission[3] guiding the institution's 2013-2018 Strategic Plan.

Overview: Benchmarking at the Institutional Level

As described in Core Requirement 2.5, USF's mission has evolved over the past quarter of a century from an institution with a regional focus serving a ten-county area of west-central Florida to a research-intensive university with a RU/VH Carnegie classification and a national and international focus. The result is a university dedicated to a broad research mission which remains focused on its increasing research productivity. As the university entered its fiftieth year, 2009 total research expenditures reached $331 million. By 2014 growth of research productivity productivity accelerated until total awards and contracts breached the $400 million level and total Research and Development expenditures exceeded $450 million, the second highest among public universities in the state.

USF is one of only four Florida public universities classified by the Carnegie Foundation for the Advancement of Teaching[4] in the top tier of research activities, a distinction attained by only 2.3% of all universities. It is one of the nation's top public research universities; one of only 40 with Very High research activity that is also designated as community-engaged [5] by the

Carnegie Foundation for the Advancement of Teaching. According to the National Science Foundation[6] , USF ranks 43rd in the nation for federal expenditures in research and total expenditures in research among all U.S. universities, public or private, and is ranked 27th in total research expenditures and 27th in federal research expenditures for public universities. In 2011, USF ranked in the top 300 of all organizations and 10th worldwide among all universities granted U.S. patents, according to the Intellectual Property Owners Association[7].

As USF's research agenda grew, it soon became apparent such growth could not be monitored adequately without external benchmarking. The President and Provost and Executive Vice President made the decision to use the public AAU institutions as a means of tracking USF's progress. As a result, the Office of Decision Support was asked to track key research indicators against public AAU institutions. The most recent data in research expenditures[8], citation impact[9], doctorates awarded[10], faculty research awards[11], National Academy members[12], and post-doctoral appointments[13] demonstrates USF's commitment to move its research agenda forward.

The monitoring of level one data, the institutional level, while essential to a discussion of institutional effectivenes, is only part of the story of USF's commitment to research.   As USF has expanded its focus on research it became imperative to facilitate research at the college, departmental, individual faculty, and student levels. There has been a concomitant emphasis on participation in research at all these levels, and it is essential that all students, graduate and undergraduate, have been the been the beneficiaries of the growth in research productivity in all curricular and co-curricular areas.

The narrative describes how research units employ assessment processes to facilitate and improve research productivity at the University. It also includes representative examples of the assessment of research activities from across the campus.

Defining Expected Outcomes: Research within Mission and Strategic Planning

USF's commitment to research is manifested in the USF Strategic Plan 2013-2018, Goal Two[14], which emphasizes "High-impact research and innovation to change lives, improve health, and foster sustainable development and positive societal change." More specifically, the goal is to:

- Engage in high-impact research, scholarship, and creative activities that generate new knowledge;
- Increase global research opportunities and partnerships at all levels within the university;
- Develop strategic interdisciplinary research initiatives that solve critical problems; and
- Promote community-engaged scholarship and creative activities to benefit all members of society.

Research within the University's Mission: Facilitating and Monitoring Research Productivity

The Office of Research and Innovation[15] has primary responsibility for facilitating USF's research agenda and the attainment of university-wide research goals. The Senior Vice President for Research and Innovation oversees sponsored research and the management of USF's intellectual property. He is administratively responsible for USF's Research Park and also serves as President of the USF Research Foundation. The Senior Vice President promulgates the University's research accomplishments through publication of the annual Report of Research Activities[16] which provides a disaggregation of all research contracts and grants by college, individual recipients, funding source, project type, and the research productivity of USF's Centers and Institutes. The public and private funding sources are competitive, and the award amounts are viewed as a reflection of quality. Funding is tracked by metrics set for the 2013 - 2018 Strategic Plan. The Office of the Provost and Executive Vice President has developed a strategic plan Planning, Performance and Accountability Matrix[17] with specific measures that align with the goals listed above. The Matrix is updated annually by the Office of Decision Support and presented to the Board of Trustees.

Faculty: Setting Expectations at the Faculty Level

The primary measure of research output for faculty is per capital research expenditures which topped $460,000 during the 2013 - 2014 academic year. All USF faculty are expected to contribute to the body of knowledge within their discipline as part of their contractual obligations[18]. As a RU/VH research university, USF stresses the importance of research productivity as a condition of faculty tenure and promotion decisions . Faculty duties assigned for each term include expectations for research activities. Faculty research assignments[19] are tracked by the Office of Decision Support and used as part of the faculty member's annual evaluation. Research productivity is also an important consideration in tenure and promotion decisions and is evaluated as a part of each tenure-earning faculty member's annual evaluation[20] through the use of the Faculty Academic Information Reporting System (FAIR)[21], USF's faculty evaluation system that tracks faculty engagement across teaching, research, and service areas. Additional information on the evaluation of faculty is provided in *Comprehensive Standard 3.7.2 (Faculty Evaluation)*.

Research productivity is evaluated annually within the college annual reviews[22] and summarized in the Office of Research and Innovation activity report[16]. Departments also aggregate annual reports as part of the cyclical Academic Program Review mandated by BOG Regulation 8.015[23]. Excerpts from the Department of Chemistry self study[24] illustrates the asssessment of research activities included in a Program Review.

Faculty research and scholarly productivity is often a key aspect of program outcomes in academic departments and colleges. See *Comprehensive Standard 3.7.2 (Faculty Evaluation)* and *Comprehensive Standard 3.3.1.1 (Institutional Effectiveness: Educational Programs)*.

In addition to the work done by the Office of Research and Innovation, USF is currently implementing Academic Analytics[25] to assess future research activities. Data from all colleges are currently undergoing validation. This tool will provide benchmarks for research

productivity so that USF constituents will have external data against which to measure relative productivity. Academic Analytics supports efforts to obtain and analyze objective data, strategic decision making, and benchmarking the University with other higher education institutions at discipline-by-discipline levels as well as overall university performance. The program is currently operational, and the data flow will commence within weeks of this writing. This tool will be maintained by the Office of Decision Support which provides an ongoing data stream to all USF constituents.

Research as a Component of Undergraduate Programs

Undergraduate research and creative activities occur across a continuum of low--to--high engagement activities that are dependent on the context of the experience and the intensity of the mentorship and include, but are not limited to:

- Capstone Experiences;
- Community Engagement Projects;
- One--On--One Mentored Research;
- Group Research Projects; and
- Engaged Research within the Course Curriculum

At their core, all research and creative activities at USF are inquiry-based experiences that engage the students in the research process and allow them to achieve key research competencies listed below. The Office for Undergraduate Research[26] (OUR) utilizes the following core criteria to define the research experience:

- Pose or work from adefined research question;
- Work individually or in groups to applydefined methods of inquiry relevant to the project/discipline toproduce original findings/products; and
- Reflect upon andpresent the findings/products to peer and professionals in formal (e.g., UR Colloquium) and informal (e.g., course settings) venues.

The OUR tracks engagement in UR activities that meet these core criteria. The activities are divided into categories and can occur either as part of the curriculum or as co-curricular experiences. Assessment of these activities is accomplished using rubrics for both oral[27] and artistic[28] presentations. These activities are then tracked and documented on an annual basis in a report created by the Office of Undergraduate Research.[29] Assessment reports on OUR[26] are also collected annually in the USF System for Assessment Management[30] and used as the basis for continuous improvement.

Much of the engagement of undergraduate students in research occurs through curricular requirements of their degree programs. All undergraduate majors at the University contain formal coursework in research methods or provide independent research experience. Through the University's assessment process, all academic programs are required to develop and execute ongoing assessments of defined student learning outcomes. These assessments

routinely focus on the use of research methods (e.g., theses, papers) and capstone experiences. This process is described fully in the response to *Comprehensive Standard 3.3.1.1* (*Institutional Effectiveness: Educational Programs*); documentation of the process for all programs is archived in the USF System for Assessment Management.

While Comprehensive Standard 3.3.1.1 provides details about undergraduate student learning outcomes, the tracking of Academic Learning Compacts in Critical Thinking has proved fertile for aligning competencies with Undergraduate Research, and a few examples are in order:

1. *The Department of Chemistry*: the critical thinking outcome includes "the ability to draw appropriate conclusions from research data." The department provides students with a Research Experience for Undergraduate Students Program which assures all students an opportunity to work with a faculty mentor. Assessment targets are set, and the department continuously monitors and modifies student research experiences on the basis of assessment results.

2. *The Department of Cell and Molecular Biology*: the critical thinking outcome includes ability "to analyze experiemental data and interpret results..." The department uses a rubric to assess students' abilities in research and uses the results to modify the core research course on the basis of the results.

3. *The Department of American Studies*: the communication outcome includes "integrating [student] analyses with information from secondary (critical or historical) sources." The department assesses student performance on a capstone project using a rubric. The department has made significant changes in the capstone course, e.g. disaggregating history and humanities students into separate sections, based on assessment results.

4. *The Department of History*: the critical thinking outcome includes "the ability to research and write either a historical paper or a historiographical essay with a clear thesis, supported by relevant documentation and a logical progression of ideas.The department assesses student performance on a capstone project using a scoring rubric. Though improvement over time was statistically significant, the department made significant changes to the capstone course to improve scores further.

5. *The Department of Mass Communication*: the critical thinking outcome includes "conduct research and evaluate information by methods appropriate to communications professionals." The department uses pre-post test rubric scores and internship evaluations in a sequence of research courses to assess research skills. Results demonstrate the need to offer the research sequence more broadly as some students were able to pass through the curriculum without the sequence.

These are but a few examples of research-related outcomes from diverse academic areas that not only promulgate research-related outcomes but also encourage students to participate in undergraduate research activities offered by the Office of Undergraduate Research. More detailed examples include assessment reports for the undergraduate programs in Anthropology[31] and Chemistry[32].

Research as a Component of Graduate Programs

The University's doctoral and thesis master's programs are designed as research-intensive degrees. The doctoral degree requirements[33] are set forth in the Graduate Catalog as follows:

The doctoral degree is granted in recognition of high attainment in a specific field of knowledge. It is a research degree and is not conferred solely upon the earning of credit, the completion of courses, or the acquiring of a number of terms of residency, but also the successful completion of scholarly work. . . . The degree will be granted after the student has shown proficiency and distinctive achievement in a specified field, has demonstrated the ability to do original, independent investigation, and has presented these findings with a high degree of literary skill in a dissertation. A major professor will be appointed as soon as possible but no later than the time the student has completed 50% of the program. The advisor will advise on any specific subject matter deficiencies and assist in the choice of a major professor and area of research.

Detailed graduate degree requirements[34] for all graduate programs are available in the Graduate Catalog. All graduate programs are also required to have an assessment plan on file with the Office of Institutional Effectiveness, Academic Planning and Review. As with undergraduate programs, assessment reports are collected annually, as discussed in detail in *Comprehensive Standard 3.3.1.1*. (*Institutional Effectiveness: Educational Programs).* The plans are available in the USF System for Assessment Management[30]. Examples of assessment reports stressing the assessment of research include the masters in Chemistry[35] and Anthropology[36] and the doctorate in Chemistry[37] and Anthropology[38].

In addition to research as required in the graduate curriculum, the Office of Graduate Studies[39] (OGS) provides an array of formal programs for encouraging the voluntary engagement of graduate students in research projects across campus. This emphasis on research is stated in the mission of the Office, which is to "prepare global leaders, one scholar at a time." OGS's objectives are to pursue research funding and conduct and publish research that leads to opportunities for graduate student success and to partner with the Office of Research and Innovation to develop creative initiatives that promote graduate student research.

OGS at USF has made a concerted effort to involve graduate students in research activities, in addition to participating in the research conducted by the Office[40]. Some of these initiatives are highlighted below.

Research Challenge Grants[41]

Research Challenge Grants require students to form teams of four, where at least two students must be from different colleges. Selected interdisciplinary projects are funded for one year; the

students must present mid-year and final presentations and do a final assessment of what they learned and how they have utilized the research for professional growth.

Sloan Research Award[42]

The Office of Graduate Studies received funding from the Sloan Foundation to institutionalize student success efforts that focus on the success of underrepresented (URM) minority graduate students in STEM programs. Initiatives include building recruitment efforts of URM graduate students, developing a campus committee that coordinates university-wide grant proposals and projects to build the success of URM STEM graduate students, and developing a speaker series and workshops for faculty and students that highlight strategies for building URM STEM graduate student success.

NSF Alliance for Graduate Education and the Professoriate (AGEP) Planning Grant[43]

The goal is to broaden the pathways to the professoriate by creating an academic/social support net that will better prepare underrepresented minority (URM) students in community college AA programs in addition to URM transfer and first-time-in-college (FTIC) students already in baccalaureate programs for entry into and graduation from STEM doctoral programs with the goal of entering the professoriate.

Council of Graduate School's Funding

The Office of Graduate Studies(OGS) has received funding from the Council of Graduate School and the National Science Foundation (NSF) for the Doctoral Initiative on Minority Attrition and Completion[44] (DIMAC) project. This initiative is focused on the determination of variables related to the completion and attrition among underrepresented minority doctoral students enrolled in STEM fields.

As with administrative units, OGS sets objectives and ensures that these objectives are evaluated systematically and that continuous improvement occurs based on the evaluation. The assessment reports are collected by the individual graduate academic programs annually, as discussed in detail in *Comprehensive Standard 3.3.1.2 (Institutional Effectiveness: Administrative Support Services)*. The plan is contained in the USF System for Assessment Management.

Research as a Component of Centers and Institutes

USF centers and institutes focus on domains of knowledge that reside within a discipline or are cross-disciplinary in scope. These are organizational mechanisms that can be used to provide greater depth in teaching and/or research to a focal area within a discipline, or to apply a broader vision to problems that cross traditional knowledge boundaries. Centers may help develop new areas of research that enhance faculty development, encourage interdisciplinary and multidisciplinary approaches to teaching and research, provide relevant focus for service to external and internal constituencies, and/or promote sharing of resources (e.g., equipment, labs) and collaboration across departmental and college boundaries. The Board of Governors

(BOG) in December 2007 established policies and procedures for approving, classifying, operating, reviewing, and disbanding institutes and centers in the State University System (see BOG Reg. 10.015[45]).

As part of these guidelines, all centers set objectives and ensure that these objectives are evaluated systematically and that continuous improvement occurs based on the evaluation. Research results are assessed and documented as part of the annual report[46] compiled by USF Research and Innovation. Additionally, as with administrative units, assessment reports are collected annually, as discussed in detail in *Comprehensive Standard 3.3.1.2 (Institutional Effectiveness: Administrative Support Services)*. The reports are contained in the USF System for Assessment Management (Centers and Institutes Assessment Reports).[47]

Office of Community Engagement & Partnerships (OCEP)

The Office of Community Engagement and Partnerships mission[48] is "to expand local and global initiatives that strengthen and sustain healthy communities, promote social justice, and help improve the quality of life for all." OCEP carries out its mission by building mutually beneficial and reciprocal University-Community partnerships founded on community-engaged scholarship and service-learning pedagogy. The Office sets objectives and ensures that these objectives are evaluated systematically and that continuous improvement occurs based on the evaluation. OCEP shares the template used for administrative support unit assessment. The plan is contained in the assessment management system.

To better document and assess research and engagement, OCEP has adopted several tools, including a community-based research identifier tool for all research projects, Research that Matters, which highlights research from across disciplines that is carried out in partnership with, and designed to bring benefits to, the larger public. This initiative captures a number of activities through which engaged research with community partners is supported, documented, and rewarded. Below is a sample of community-based research projects that have been identified through the community-based research identifier tool:

- The recurring **Research that Matters[49] conference** brings together faculty and student researchers and practitioners. The first conference focused on the theme of regional poverty and anti-poverty research and policy efforts. The 2014 conference will address the economic outputs of engaged research, focusing on social enterprise and assessment of the value of community-based work.

- OCEP, in collaboration with the Office of Undergraduate Research, developed an ongoing **Community Scholars Fellowship program[50]** to fund research projects that include an undergraduate research assistant and a community partner. Thus far six students have participated in projects with arts organizations, youth-serving groups, and social service agencies. OCEP also established the **Graduate Student Applied Research Network[51]** (G-SARN) to allow graduate students with community-based research interests to meet across disciplinary boundaries. The group has been involved

in professional development activities (see below) and is invited to submit research posters for display and awards at the Research that Matters conference.

- The **Research that Matters faculty grant program** provides seed grant funding for community-based research projects. This competitive program has funded seven faculty projects in two years, ranging from African American oral histories to children's literacy research.

- OCEP created a **series of professional development events** aimed at graduate student and faculty researchers pursuing engaged research. Senior faculty have discussed the use of qualitative methods and conducted workshops on ethical issues of community research. Each event has attracted 20-30 participants and generated enthusiastic discussion. These events are designed not only to impart information but to further develop a sense of community among applied researchers. Event organizers distribute evaluation forms after each event to solicit feedback from participants to be used in the planning of future events.

- In order to **document engaged research,** OCEP has worked with USF's Sponsored Research office to include a community-based research check box on its required internal tracking form. Clicking on the box brings up a working definition of community-based research; researchers determine whether their projects meet the criteria of that definition. Through this check box, OCEP can document the increasing volume of community-based research funding coming into USF each year, with about $60 million identified when the Office first began documenting several years ago to $109 million in the last fiscal year.

In summary, research within the mission of the University is widely distributed throughout its many units, including the colleges and the units in the Office of Research and Innovation. As the examples in this narrative illustrate, the activities of the University to promote research within its mission are extensive. They are intentionally planned and strategically directed by the University's Strategic Plan and by the plans of its units. The programs are continually improved as reflected in the annual reports of the units carrying out the activities.

3.3.1.5 The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in the following area:
community/public service within its mission, if appropriate. (Institutional Effectiveness)

Compliance Status: Compliant

The University of South Florida (USF) establishes goals and objectives for its community service activities, systematically assesses the extent to which they are attained, and uses the results to improve services.

Overview: Community Service at the Institutional Level

This narrative on the assessment of community service mirrors the narrative for *Comprehensive Standard 3.3.1.4 (Institutional Effectiveness: Research)*. Flowing from and supported by a Guiding Principle[1] of the Florida Board of Governors (BOG) Strategic Plan 2012 - 2025 and the BOG Strategic Plan's strategic priority matrix[2] which includes "Community & Business Engagement," USF's vision[3] is "to build significant locally- and globally-integrated university-community collaborations through sound scholarly and artistic activities..."

Goal three of the USF Strategic Plan 2013 - 2018[4] challenges the University to become "a highly effective, major economic engine, creating new partnerships to build a strong and sustainable future..." with the objective of "establish[ing] mutually beneficial partnerships (internal and external) that enhance student access to academic programs, research, and employment opportunities." This commitment at the institutional level filters down through every level of university life. In fact, it is sufficiently central to USF activities that t he University applied for and received the Carnegie Foundation classification as a Community Engaged and Research Intensive University[5]. It bears restating that USF is one of only 40 public RU/VH, postsecondary institutions to receive this dual classification.   It marks the intent of USF's commitment to balance high-level research with community engagement activities and, where possible, to make connections between the two endeavors. This ongoing commitment is reflected by the fact that the University of South Florida was awarded the President's Higher Education Community Service Honor Roll [6] in 2008[7] , 2010[8] , 2012[9] , and 2013[10] . The President's Honor Roll requires institutions to provide "meaningful, measurable outcomes in the communities they serve," and it is this commitment to measurable outcomes that USF gravitates for evidence of institutional effectiveness. And so within this framework of institutional-level commitment to measurable outcomes that we present examples of community engagement mechanisms at the university and discuss ways in which these activities are evaluated for institutional effectiveness.

Assessment of Community Service Activities

The assessment of USF's community/public service activities includes the essential elements of the continuous improvement assessment model. Specifically, the essential elements are to:

1. define objectives that are linked to the University mission;
2. identify and implement measures that assess whether objectives have been met;
3. analyze the data gathered through the assessment measures for information relevant to the unit; and
4. use resulting information as the basis for improvements.

Community/Public Service within the University's Mission

Formal units whose purpose is to coordinate community service programs and outreach have become embedded in the ongoing activities of the university across all colleges and programs. Since the public service mission of the University intersects with the educational mission of the various activities and programs in the major units of the University, these activities and programs are outlined and described briefly in the below table, followed by a more thorough discussion of each. These units facilitate the infusion of community/public service into faculty, staff, and student experiences through the programs they offer.

Table 1, Standard 3.3.1.5 Institutional Effectiveness. Mission-based Public Service within Units of the University of South Florida.	
Unit	**Educational Opportunity**
Office of Community Engagement & Partnerships (OCEP)	develops, nurtures, and sustains the organizational foundation, critical resources, and processes necessary to promote and advance engaged learning, research/scholarship, outreach, and partnerships
Tampa Bay Educational Partnership (TBEP)	serves as the liaison between USF colleges and the Hillsborough County Public Schools (HCPS) to facilitate collaborative research projects and grants
Center for Leadership & Civic Engagement (CLCE)	educates and challenges students to be effective, ethical leaders who serve as engaged citizens for the global community
Faculty Engagement in Service	tracks faculty engagement in service via Web reporting systems
Colleges	provides service learning opportunities
Centers and Institutes	coordinate and support activities that supplement and extend existing departmental and college instruction, research, and service programs

Office of Community Engagement & Partnerships (OCEP)

The Office of Community Engagement and Partnerships mission[11] is to "...expand local and global initiatives that strengthen and sustain healthy communities, promote social justice, and help improve the quality of life for all." OCEP carries out its mission by building mutually beneficial and reciprocal University-Community partnerships founded on community-engaged scholarship and service learning pedagogy. To assess the effectiveness of its programs, OCEP sets objectives and ensures that these objectives are evaluated systematically and that continuous improvement occurs based on the evaluation. An annual OCEP assessment report[12] is maintained in the USF System for Assessment Management (SAM)[13].

To more thoroughly assess engagement, OCEP has adopted several additional tools. First, it partnered with USF Research and Innovation who created a community-based research

identifier, enabling OCEP to document the level of community-based sponsored research projects at the university. Second, the University Registrar has created a special identifier for academic courses that include a substantial service learning component, which enables OCEP to track its service learning interventions (for example, in the 2012-13 academic year, over 11,000 graduate and undergraduate students contributed 156,410 hours of service in designated service-learning activities[14]) and provides a service learning indicator on a student's transcript.

Tampa Bay Educational Partnership (TBEP)

The University has also taken strides to coordinate projects that link K-12 with higher education. In 2012, USF signed a Memorandum of Understanding with the Hillsborough County School District, creating the Tampa Bay Educational Partnership[15] (TBEP), a USF-based center supported by the school district, to encourage, coordinate, and document the myriad service, educational, professional development, and research activities involving these partners. The TBEP, together with the school district, has created a portal through which summary reports of all cooperative research projects[16] may be accessed.

Center for Leadership & Civic Engagement (CLCE)

The Center for Leadership & Civic Engagement[17] shapes a culture of civic responsibility through the use of leadership education, service opportunities, and experiential learning. The Center empowers leaders to make a positive impact on campus and in their communities. The mission of the Center is to educate and challenge students to be "effective, ethical leaders who serve as engaged citizens for the global community." The CLCE envisions a future in which students and alumni have

- a responsibility to their own life-long learning;
- an opportunity to ignite their passion and commit to their own personal transformation;
- every opportunity to dream, create, challenge, and think;
- a community that values them for who they are; and
- an understanding that every person's contribution matters.

The CLCE works to produce learning-centered experiences for all students. Each experience is intentionally developed and includes outcomes[18] linked to those of Student Affairs[19] at USF. CLCE sets objectives and ensures that these objectives are evaluated systematically and that continuous improvement occurs based on the evaluation. An annual CLEC assessment report[20] is maintained in the USF System of Assessment Management (SAM).

The following section presents a sample of programs assessed and improved through the CLCE.

- **Community Outreach**: The CLCE connects University students, faculty, and staff to the greater Tampa Bay community. Accordingly, it is imperative that the CLCE establish and maintain a sustainable process for connecting to area nonprofit and government agencies. These relationships allow the Center to better understand community needs

and to connect students interested in public service and outreach to agencies and volunteer opportunities. During the 2013-14 academic year, the Center launched a new volunteer management system called OrgSync with the outcome to have registered at least 150 community partners; 5,000 USF students, faculty, and staff; and 50 student organizations. By May of 2013, there were 144 registered community partners (96% achieved); 4,549 registered USF students, faculty, and staff (91% achieved); and 112 registered student organizations.

- **Bulls Service Breaks**[21]: The mission of the Bulls Service Break (BSB) program is to raise awareness of social issues and injustices through education and intensive service learning experiences (www.leadandserve.usf.edu/servebreaks.php). The program places teams of students in communities to engage in direct community service and experiential learning throughout the fall, winter, spring, and summer breaks. In the 2012-13 academic year, the BSB program focused on the outcome of globalization with emphasis on increasing students' understanding of other cultures, communities, and their specific needs. Based on post-assessment of the participant experience, 91.3% of BSB respondents could adequately describe a unique characteristic of the culture they were immersed in during their trip and a specific need of the people in the community they served.

- **Bulls for Kids**: Bulls for Kids (USF's Dance Marathon, or DM) is the largest nation-wide, college-student-run philanthropy that benefits the Children's Miracle Network. DM at USF raises money for the All Children's Hospital and has donated over $100,000 in its 10-year history. In the 2011-12 academic year, Dance Marathon began a campaign to educate participants about the official DM motto, "For the Kids!" Data from the assessment of the 2012 participants confirmed that 91% of survey respondents accurately indicated "For the Kids!" or "FTK!" as the official motto.

- **Days of Service**: The CLCE annually hosts three large-scale days of service (i.e., Community Plunge, Gandhi Day of Service, and Stampede of Service[22]). In the 2011-12 academic year, the CLCE staff worked to increase students' desire to engage in ongoing service experiences through their participation in the days of service. In a post-event survey, participants were asked, "Do you plan to participate in future service events/projects after having participated in this day of service?" Nearly 95% of respondents reported an affirmative response (i.e., strongly agree or agree).

Faculty Engagement in Service

Faculty engagement in service is a key requirement for tenure and promotion[23]. Specific professional/public services assignments for faculty[24] are tracked by the Office of Decision Support and used as part of the faculty member's annual evaluation. In addition, service is tracked in Web reporting systems, including Academic Analytics[25] (as illustrated in *Comprehensive Standard 3.3.1.4 [Institutional Effectiveness: Research]).* Recently, the faculty evaluation system, FAIR, added a public and community service section[26] so that faculty

engagement across teaching, research, and service could be captured. In 2011-12, the only year for which data are available, 153 faculty members self-identified as "engaged." Although for decades faculty have involved students in a variety of engaged learning experiences, the term "service learning" was not used at USF until the College of Arts and Sciences Community Initiative brought national expert Edward Zlotkowski to campus in 2000. His training session and subsequent sessions sponsored by the Center for 21st Century Teaching Excellence (now the Academy for Teaching and Learning Excellence[27], or ATLE) have produced a core group of faculty familiar with the pedagogy.

Since then, the University has created a number of opportunities for faculty to develop, and for students to participate in, experiential learning. Individual colleges and university-wide offices (discussed below) have small grants for faculty developing service learning courses, as budgets have permitted since 2001. Currently OCEP provides funds to offset expenses involved in any service learning course. A Florida Campus Compact subgrant has enabled OCEP to provide additional stipends for faculty developing service learning courses in STEM areas; five courses were supported through that grant.

Moreover, USF has been active in offering professional development opportunities for instructors seeking to develop service learning pedagogies. ATLE and its predecessor office provided annual service learning workshops; they also created a service learning "Faculty Learning Community" in 2011-12, through which seven faculty met regularly to discuss and investigate engaged learning approaches. OCEP has offered service learning lectures and workshops on a regular basis. OCEP also works with internship directors and other campus offices engaged in internship and co-op development in order to expand experiential opportunities across the curriculum. These initiatives built a critical mass of support for service learning among the faculty, and their community partners have led to an increased awareness of service learning and experiential education and its expansion across colleges. OCEP is able to substantiate the increased offerings in this area (Student Volunteer Hrs. Report, 2012-13[14]).

Current data documents:

Academic Year	# of service-learning courses	# of students	# of service hours
2010-11	24	320	4800
2011-12	24	320	4800
2012-13	123*	2100	24000

The significant increase is attributed to the introduction of a new service learning project in all University Experience courses.

College Level Programs

Civic engagement at USF is also stressed at the college level. Some colleges, such as the College of Education, have webpages and offices[28] specifically focused on outreach and engagement. The College of Education also sends hundreds of students to local classrooms each year as student teachers, interns, and tutors. Other colleges do not pull out these activities for recognition, but rather integrate them into the teaching and scholarship of the college units. For example, the College of Engineering has ongoing partnerships with several East Tampa

middle schools, tied to NSF-funded research on water issues; teaches high school students who are enrolled in a nearby STEM magnet program; runs capstone courses for which local governments serve as "clients"; and hosts an annual Engineering Expo that allows area school pupils and residents to participate in engineering activities each year. Architecture students and faculty routinely undertake "design-build" projects to create facilities for community organizations. Programs in fields such as Social Work, Aging Studies, and Mental Health Law have ongoing partnerships, some formalized in official agreements and others as ad hoc cooperation, to support the efforts of social service providers around the region.

Some representative examples of school- and college-based academic service learning opportunities for the University's undergraduate, graduate, and professional students can be found on the OCEP Featured Service-Learning Courses webpage[29].

Centers and Institutes

USF centers and institutes coordinate and support activities that supplement and extend existing departmental and college instruction, research, and service programs. The centers set objectives and ensure that these objectives are evaluated systematically and that continuous improvement occurs based on the evaluation. The centers and institutes share the template used for administrative support unit assessment. As with administrative units, assessment reports are collected annually, as discussed in detail in *Comprehensive Standard 3.3.1.2 (Institutional Effectiveness: Administrative Support Services)*. These plans are contained in the USF System for Assessment Management (Center and Institute Assessment Reports[30]).

As a community-engaged and research-intensive University, USF infuses service into the activities and programs of several major units of the University. Service within the mission of the University is widely distributed throughout its many units, including the colleges and the units such as the Office of Community Engagement and Partnerships and the Center for Civic Leadership and Engagement. As the examples in this narrative illustrate, the activities of the University to promote service within its mission are extensive. They are intentionally planned and strategically directed by the University's Strategic Plan and by the plans of its units. The programs are continually improved, as reflected in the annual reports of the units carrying out the activities. For more details, please also see the archived reports of the units in the assessment management system.

3.3.2 The institution has developed a Quality Enhancement Plan that (1) demonstrates institutional capability for the initiation, implementation, and completion of the QEP; (2) includes broad-based involvement of institutional constituencies in the development and proposed implementation of the QEP; and (3) identifies goals and a plan to assess their achievement. (Quality Enhancement Plan)

Compliance Status: Compliant

The University of South Florida's (USF) Quality Enhancement Plan (QEP) is the Global Citizens Project. The goal of the Global Citizens Project is to enhance students' global and cultural knowledge, skills, and attitudes in order to prepare students to lead meaningful and productive lives in a global society. This goal will be accomplished through the development and

implementation of significant, intentional, globally focused learning experiences and environments. The QEP will be submitted in February 2015.

ii PROGRAMS
3.4 All Educational Programs

3.4.1 The institution demonstrates that each educational program for which academic credit is awarded is approved by the faculty and the administration. (Academic program approval)

Compliance Status: Compliant

The University of South Florida (USF) faculty and administration follow well-established and clear procedures for the approval of each academic degree program.

All actions for the development and implementation of all new programs originate from Florida Board of Governors' (BOG) Regulation 8.011[1] and USF Policy 10-036[2] . New degree programs undergo a systematic approval process that ensures that the faculty and administration approve academic programs at each level of the University. Information on the faculty's role in academic programs and governance is included in *Comprehensive Standard 3.7.5 (Faculty Role in Governance)* and *Comprehensive Standard 3.4.7 (Consortial Relationships/Contractual Agreements).* The process for proposing a new academic program is detailed in the New Academic Degree Program Authorization Guidelines[3] . Below is a brief summary of this two-phase process.

Phase I: Pre-Proposal Process

The goal of the pre-proposal process[4] is to have the proposed program included in the USF Annual Work Plan[5] that is submitted for approval by BOG.

Faculty-Initiated Steps

Faculty from academic units initiate new program proposals. Faculty develop a pre-proposal using a two-part template[6]; part one is a set of questions from the State University System (SUS) Council of Academic Vice Presidents Work Group; and, part two is an internal set of questions. The pre-proposal must include approval signatures from the department chair, the dean of the relevant college, and the Chief Academic Officer of the institution.

University Administrative Steps

The academic unit submits the pre-proposal to the Office of Institutional Effectiveness, Academic Planning, and Review (OIE), which posts the pre-proposal on the Provost and Executive Vice President's website for a 30-day open review period. Once comments from the 30-day review have been addressed, the pre-proposal is submitted to the Academic Program and Policy Coordinating Committee[7] (APPCC).

Statewide Administrative Steps

Section 2 of the pre-proposal form is submitted to the SUS Council of Academic Vice Presidents (CAVP) Work Group to review for program duplication, need, and demand (e.g., New Academic Degree Prog. Auth. Rev., Apr. 12, 2013[8]). If passed without comment by the CAVP Work Group, the Provost and Executive Vice President approves the pre-proposal for inclusion in the USF Annual Work Plan[9]. If the CAVP Work Group comments on the pre-proposal, the proposing faculty member(s) must re-submit it to the APPCC for a second reading and defense. Once included in the Annual Work Plan and approved by the Florida BOG, the proposing faculty develop a full proposal.

A sample of a completed pre-proposal form provides evidence of this process at work (New Academic Degree Prog. Auth., Pre-Prop. Form, MA Child & Adolesc. Beh. Health[10]).

Phase II: Full-Proposal Process

The goal of the full-proposal process[11] is to have the proposed academic program approved by the USF Board of Trustees (BOT) or the BOG (doctoral program) and added to the SUS degree inventory.

Faculty Initiated Steps

The proposing faculty develop a full proposal using a SUS template[12] approved by the Florida BOG. T he department chair and college dean must approve t he full proposal. Once approved, the Undergraduate or Graduate Council (UGC/GC) reviews and approves the full proposal (e.g., Grad. Council, Curriculum Mtg. Agenda, Jan. 14, 2014[13] & Grad. Council Mtg. Mins., Jan. 28, 2013[14]). An outside consultant's report must also be procured for new doctoral programs, providing external review of the proposed program.

University Administrative Steps

The proposer(s) must attend a mandatory Full Proposal Workshop conducted by OIE. Once the proposer completes the workshop, he or she prepares and submits the full proposal to OIE for vetting. T wo institutional-level councils then review the proposal: the Academic Program and Policy Coordinating Committee (APPCC)[7] and the Academics and Campus Environment Advisory Council (ACEAC)[15]. Following successful review by the councils, the full proposal is reviewed by the Academics and Campus Environment Work Group (ACE)[16] (a subcommittee of the BOT). With approval from ACE, the proposal is forwarded to the full BOT as a consent agenda item. The BOT Meeting Agenda from March 21, 2013[17], and the highlighted portion of BOT Meeting Minutes from March 21, 2013, referring to Approval of New Degree Programs.[18], are evidence of this process at work.

Statewide Administrative Steps

Once the University process is completed, the proposal is submitted to the BOG. If the proposal is for an undergraduate or master's degree program, the BOG vets only for accuracy of information, then includes the new program on the SUS Degree Inventory. If the proposal is for

a new doctoral degree program, it is reviewed by the BOG staff before being included as an action item on the full BOG meeting agenda.

A full proposal[19] and notification[20] of the addition of a program to the degree inventory provide evidence of this process at work.

Changes to Existing Programs

Faculty initiate changes to existing programs and submit them first to the department chair for approval, then to the college dean, and finally to the Undergraduate or Graduate Council. Approved changes are then made to the appropriate catalog (Undergraduate or Graduate). The Graduate Council Curriculum Meeting Agenda from January 14, 2014[21], and Graduate Council Meeting Minutes from January 28, 2013[14], are examples of this process at work.

Implementation of, and Changes to, Minors, Concentrations, and Tracks

Minors, concentrations, and tracks are approved in a similar fashion according to the USF policies[22] for such approvals. Approvals for this process are internal and do not go to the BOT or the BOG.

For undergraduate and graduate programs, academic units must first approve changes to concentrations and tracks, then submit the changes to the college for approval, and then the appropriate University office (Undergraduate Studies or Graduate Studies) for review by the University council for that area (Undergraduate Council or Graduate Council Curriculum Committee and the full Council). The Office of Undergraduate or Graduate Studies then makes approved changes in the appropriate catalog (Undergraduate or Graduate Catalog). The agenda (Grad. Council Agenda, Changes to Conc.[23]) and minutes (Grad. Council Report, Changes to Conc.[24]) from a Graduate Council meeting provide evidence of this process at work.

Termination of a Degree Program

BOG Regulation 8.004, Academic Program Coordination[25], and 8.012, Academic Program Termination[26], govern program termination. BOG Regulation 8.012 empowers each university BOT to adopt policies and procedures for degree program termination. Furthermore, the CAVP Work Group annually reviews "low productivity" programs across the SUS and makes recommendations to the CAVP and the BOG regarding potential program termination. The BOG establishes thresholds for sufficient productivity based on numbers of graduates for each level of degree over the previous five-year period. The CAVP Program Coordination Summary, 2013[27] provides an example of the activities of the Work Group. The CAVP's Review of Programs with Low Degree Productivity[28] along with the Data Dictionary[29] document the rationale for program maintenance.

Once CAVP has targeted a program for termination, the University must follow internal procedures for termination. USF Policy 10-040, Termination of Degree Programs[30] , governs internal program termination . The process for degree termination is similar to the second phase of the process for new program approval (no pre-proposal is necessary for program termination). The process for terminating an academic degree program is detailed in USF's Academic Program Termination Guidelines[31] .

An example of a program termination by the USF BOT provides evidence of the process at work (BOT Mtg. Agenda, June 6, 2013[32]). Following approval by the BOT, the University submits the request for termination to the BOG staff for review and removal from the SUS degree inventory.

3.4.2 The institution's continuing education, outreach, and service programs are consistent with the institution's mission. (Continuing education/service programs)

Compliance Status: Compliant

The University of South Florida's (USF) mission is to "deliver competitive undergraduate, graduate and professional programs, to generate knowledge, foster intellectual development, and ensure student success in a global environment." The USF mission guided the development of Goal 1 of USF's 2013-18 Strategic Plan: "Well-educated and highly skilled global citizens through our continuing commitment to student success." USF's continuing education, outreach, and community service initiatives align its programming with the mission and goals of the institution.

USF's continuing education, outreach, and community service also facilitate the University's involvement with, and response to, the needs of diverse communities. As a metropolitan Carnegie classified RU/VH[1] (Research University/Very High research activity) academic institution, USF serves as a hub in a knowledge-based society in which various communities are involved in all phases of the knowledge process, as opposed to traditional models of universities as dispensers of knowledge in a one-way process. Through its continuing education, outreach, and community service initiatives, USF engages members of diverse communities in teaching, learning, and service experiences.

Continuing Education

The Continuing Education courses[2] that the USF Innovative Continuing Education (CE) unit offers are integral to the University's commitment to engagement and student success in the diverse communities it serves. A variety of non-credit professional development programs provides opportunities for members of the community to maintain proficiency or advance in a current profession; prepare for college and graduate entrance exams; plan a transition to a new career field; study for a number of nationally recognized certifications; or acquire a variety of computing skills. Foreign languages, photography, and gemology exemplify the range of CE's personal enrichment courses. Examples of programs that serve diverse populations include English Language Skills for Non-Native Speakers, eight different reading-skills programs for students aged four years old through adulthood, and the Osher Life Long Learning Institute

(OLLI-USF)[3], a membership organization of adults who form a community of learners (for descriptions of USF CE programs, see CE, Outreach & Svc. Progs., Prof. & Workforce Dev.[4]).

Outreach

In addition to continuing education activities, USF colleges sponsor organized forms of outreach in selected areas pertinent to their discipline, which range from large-scale programs (e.g., the College of Education Florida Inclusion Network) to much more targeted programs (e.g., the summer pre-college program offered by the Patel College of Global Sustainability):

- Florida Inclusion Network[5] (FIN) maintains a district and regional network of facilitators, consultants, and practitioners who assist schools and school districts in the implementation of effective and inclusive education practices. FIN provides professional development opportunities, consultation, and technical assistance on the inclusion of students with cognitive disabilities. The FIN/USF Project also includes the Product Development office, which serves all 18 statewide FIN offices as well as the Bureau of Exceptional Education and Student Services.

- The Patel College of Global Sustainability Pre-College Program[6] provides a unique opportunity for rising juniors and seniors in high school to explore professions that focus on building a sustainable world, including careers in civil and environmental engineering, environmental policy, public health, marine science, and transportation policy. Working with USF faculty in a variety of disciplines over the summer, students explore the following topics: Global Change Pressures, Marine and Coastal Issues, Water Supply and Sanitation, Energy Issues, Urban Planning, and Transportation Management.

Community Service

An example of USF's role in community service is the College of Business's Corporate Mentor Program[7] (CMP). By participating in a structured Community Outreach initiative, the CMP students collectively log over 2,000 hours of community service. Part of this service is a partnership between the CMP and the Academy Prep in Tampa where the CMP students mentor Academy Prep students who are at high risk for failure before high school.

Additional examples of the continuing education, outreach, and community initiatives of the USF colleges follow:

- College of Behavioral and Community Sciences[8]
- College of Business[9]
- College of Education[10]
- College of Engineering[11]

- College of the Arts[12]
- Patel College of Global Sustainability[13]

 USF Policy 10-042, Non-traditional Education Including Online Delivery and Continuing Education[14], authorizes the role and scope of USF's continuing education program, including (a) non-credit professional development courses or programs designed to upgrade existing technical or professional skills and (b) courses that are provided primarily for personal enrichment. Information on the assessment of community services activities is provided in *Comprehensive Standard 3.3.1.5 (Institutional Effectiveness: Community/Public Service).*

3.4.3 The institution publishes admissions policies that are consistent with its mission. (Admission policies)

Compliance Status: Compliant

To further the institutional mission[1] of delivering "competitive undergraduate, graduate, and professional programs, to generate knowledge, foster intellectual development, and ensure student success in a global environment," the University of South Florida (USF) publishes admissions policies that are consistently applied.

USF recruits locally, statewide, nationally, and abroad for qualified undergraduate[2] and graduate students[3], based on a well-defined Strategic Enrollment Plan[4]. The results of USF's purposeful recruitment is evident in the demographic makeup of new and continuing students, which is viewable in the USF System Facts publication[5].

Admission to USF is regulated at the state and institutional levels. Florida BOG Regulation 6.001(1)[6] mandates that "based on minimum standards adopted by the Board of Governors, university boards of trustees . . . establish the criteria, policies, and procedures by regulation for the admission of students." Accordingly, the USF Board of Trustees (BOT) has established general admissions policies for undergraduate (USF Reg. 3.018[7]) and graduate (USF Reg. 3.008[8]) applicants. These admissions policies provide information regarding required credentials and documents necessary for application review as well as applicant responsibilities. Additionally, USF participates in Statewide Articulation (Fla. Admin. Code 6A-10.024[9]), which includes information for every Florida college and university system institution. As of Spring 2012, USF also participates in a Regional Consortium Agreement[10] with three regional Florida state colleges.

USF communicates and disseminates its admission policies and recruits new students via verbal conversations and print and electronic media. The directors of Undergraduate Admissions, Graduate Admissions, and International Admissions oversee the development and inspection of all recruitment materials and the content of presentations.

USF publishes detailed admission policies in its Undergraduate Catalog[11] and Graduate Catalog[12]. These policies provide prospective students with information regarding application procedures, criteria for admissions, and program requirements and are applied consistently for all instructional sites of the University, as well as for all academic programs, regardless of delivery system. Meeting minimum USF admission requirements does not guarantee admission

to a particular program. Individual colleges, departments, and programs may set additional or more selective requirements that are described in the catalog (Limited Access Progs.[13]) and on college or department websites.

The website of the USF Office of Admissions[14] provides instant up-to-date content that reflects current and correct information that a student may need throughout the college selection process. The Office of Admissions recruiters-advisors conduct information sessions[15] and campus visit sessions[16] for the public. These advisors are thoroughly trained[17] and go through summer travel training[18] each summer through the University's Organization Development Office. Faculty and staff of academic departments within USF's individual colleges stay abreast of current institutional practices and policies by attending University-, college-, and unit-level meetings.

Undergraduate Admissions provides detailed information on USF's undergraduate admission process to secondary school counselors and advisors (Guide for Guidance Counselors, 2013-14[19]). Annually, the Director for Undergraduate Admissions makes presentations on USF admissions to guidance counselors throughout the state. The presentation provides updates and articulates the new admissions criteria for the future summer/fall terms. The Guide for Guidance Counselors accompanies the presentation, reflecting all of the pertinent information.

Admission's staff updates recruitment materials and brochures annually to meet publication standards and incorporate institutional changes (FTIC Trav. Broch.[20]). All recruiting information for Intercollegiate Athletics, including media guides, provided to prospective student athletes adheres to the regulations of NCAA Bylaw 13.4, Recruiting Materials[21].

The Office of Graduate Studies website[22] offers a variety of graduate-level informational resources, web links, and forms to graduate program directors. In addition, the Office of Admissions manages the Graduate Student Recruitment Consortium[23], which hosts informational meetings and an online forum for faculty and staff who are involved in recruiting graduate students to USF. USF has also contracted third-party vendors (Bisk Education[24] & Colloquy[25]) to assist with the marketing and application processing of online graduate programs. These companies work closely with the Office of Admissions and the Office of Innovative Education to ensure USF's admission policies and procedures are accurately disseminated and applied.

USF's admission policy and standards are clear, reasonable, and consistently implemented. Using the BOT regulations and the Graduate and Undergraduate Catalogs as guides, the Office of Admissions reviews applicants through a series of decision grids[26], evaluation guides[27], and applicant-review workflow charts[28]. The Office of Graduate Admissions uses the USF Graduate Catalog[29] to identify proper policies and procedures when working with departments to evaluate applicants.

The retention and graduation rates[30] of current and continuing students consistently validate USF's admission policies for incoming students.

3.4.4 The institution publishes policies that include criteria for evaluating, awarding, and accepting credit for transfer, experiential learning, credit by examination, Advanced Placement, and professional certificates that is consistent with its mission and ensures that course work and learning outcomes are at the collegiate level and comparable to the institution's own degree programs. The institution assumes responsibility for the academic quality of any course work or

credit recorded on the institution's transcript.(Acceptance of academic credit)

Compliance Status: Compliant

The University of South Florida (USF) has formal policies that include criteria for evaluating, awarding, and accepting credit for transfer, credit by examination, advanced placement credit, and professional certificates. These policies are published and are widely available on the Current Policies web page[1] maintained by the Office of the General Counsel and in the Undergraduate and Graduate Catalogs. As stated in *Comprehensive Standard 3.4.8 (Noncredit to Credit)*, USF does not accept experiential credit or credit equivalencies for noncredit course work. Additional information on credit awarded for courses is provided in *Comprehensive Standard 3.4.6 (Practices for Awarding Credit)*.

To ensure the integrity of the system, USF requires that all official transcripts, test scores, and any other credentials to be evaluated for transfer credit be received directly from the issuing agencies. The University reserves the right to evaluate specific courses and deny transfer credit.

Undergraduate Credit

Florida State Statutes (detailed below), BOG Regulation 6.004[2], and USF Regulation 3.018[3] govern USF's transfer policies. The Undergraduate Catalog[4] covers t hese policies in detail.

The Office of Undergraduate Admissions and the Office of Transfer Articulation are responsible for the evaluation of transfer credit. The Office of Undergraduate Admissions evaluates the acceptability of total credits transferable to the University. The Office of Transfer Articulation[5] reviews and evaluates transfer courses to ensure comparability to institutional courses, based on criteria including prerequisites, level, content, and credit hours. In general, USF accepts transfer credit only from institutions that are accredited by one of the regional accrediting agencies/commissions[6] recognized by USF at the time the credits were earned. However, course credit received from non-regionally accredited institutions [7] that has been specifically approved by the Florida Statewide Course Numbering System (SCNS) may also be considered for transfer credit (FS 1007.24[7][8]).

USF does not include grades earned in transferred courses (GPA Trans. Studs.[9]) in the student's USF GPA, except for the purposes of admission to Limited Access programs, the awarding of honors at graduation, and class ranking of baccalaureate students.

A continuously enrolled USF degree-seeking student must obtain prior written approval[10] from the college of the student's major in order to have courses taken at other regionally accredited institutions applied to the USF degree program.

Statewide Transfer Agreements

USF subscribes fully to the provisions of Florida Statute 1007.23, Statewide Articulation Agreement[11], and strongly recommends that prospective transfer students complete the Associate of Arts (AA) degree, or in certain prior-approved areas, the Associate of Science (AS) degree, before transferring. AA degree holders from accredited Florida public institutions are considered as having met USF general distribution requirements and are automatically awarded 60 semester hours of credit[12] . Credits earned by AA degree holders from out-of-state and private in-state institutions are evaluated for transfer on a course-by-course basis[13] .

USF also subscribes to the provisions of Florida Statute 1007.24, Statewide Course Numbering System[14], which is currently used at all public and selected non-public institutions of higher education in Florida (11 state universities, 28 Florida College institutions, 25 participating non-public postsecondary institutions, and 40 area technical education centers). All courses from a Florida College System or State University System (SUS) institution bearing the same State Common Course prefix and last three numbers as a USF course are automatically transferred, and transfer students may not be required to repeat these courses (Course Cred.[7]). Excluded from the automatic transfer are graduate courses, studio courses in art, internships, practica, and performing arts courses such as dance, theater performance, voice, and instrumental music.

Residency Requirements

Virtually all USF baccalaureate degree programs require that a student earn at least 50% of the required courses in the major (USF Regulation 3.007[2][g][15]) in courses offered by the USF System Institution conferring the degree. In cases of hardship or lack of course availability, individual exceptions may be approved by the respective College Dean or designees to help ensure timely graduation. In addition, students are required to successfully complete 48 semester hours (USF Regulation 3.007[2][d][15]) in courses numbered 3000 and above as well as successful completion of at least 25% of the total credit hours (USF Regulation 3.007[2][e][15]) required for the degree must be in courses offered by the USF System Institution conferring the degree.

Experiential Learning

USF does not normally award transfer credit that is determined to be occupational or vocational in nature. Credit is not awarded for experiential learning or for GED tests. Exceptions may be made for military service school courses, which are evaluated with reference to the recommendation of the American Council of Education when official credentials are presented. Such recommendation, however, is not binding upon the University. For ROTC and military science courses taken after Fall 1975, the maximum credit will vary with each college. ROTC and military science courses taken prior to Fall 1975 are not acceptable for transfer credit. A maximum of 30 semester hours of extension, correspondence, and military service education credits can be applied toward a degree. [Military Service School Crs. Evaluation.[16]]

Articulated Acceleration Mechanisms

USF subscribes fully to the provisions of Florida Statute 1007.27, Articulated Acceleration Mechanisms[17], which requires public community colleges and universities in Florida to award designated credit for Advanced Placement (AP), International Baccalaureate (IB), and College-Level Examination Program (CLEP) examinations with approved scores. These options

recognize knowledge that has been acquired by students prior to or during attendance at USF and provide the opportunity to earn university credit.

Students may earn credits through any one or through a combination of the above options. CLEP (subject and general examinations) credits have a 45-hour maximum[18] for transfer credit. Up to 30 credits[19] may be granted for the IB diploma. [Florida Statute 1007.23(1)(a), Statewide Articulation Agreement[20]] .

USF also provides an early admission program[21] to meet the needs of highly capable, mature high school students. Under the early admission program, students may enter the University as regularly enrolled, degree-seeking students prior to graduation from high school. Participation in the early admission program is limited to students who have completed a minimum of six semesters of full-time secondary enrollment, including studies undertaken in the ninth grade. In addition, early admission applicants should be enrolled in a strong college-preparatory curriculum while in high school. Students enroll in courses that are applicable to both the high school diploma and a baccalaureate or associate's degree.

International Transfer Credit

An independent evaluation service must evaluate international postsecondary credentials[22]. Certain foreign credentials can be evaluated internally[23] and do not require an independent evaluation. Specifically, credentials from foreign countries whose educational system is based on the American model, and where catalog course descriptions are available, may be evaluated by staff using the same criteria used to evaluate transfer credit from U.S. transfer institutions. USF accepts foreign transcript evaluations only if the credentialing agency/firm is a member of the National Association of Credential Evaluation Services (NACES)[24]. International Admissions Officers evaluate i nternational students using a library of credential evaluations reference and guide books published by the American Association of College Registrar and Admissions Officers (AACRAO)[25] , NAFSA:[26] the Association of International Educators, and/or the College Board[27], as well as recommendations from U.S. Department of State-supported Overseas Educational Advisors[28], which are located in 450 advising centers outside the United States. Changes to preliminary transfer credits are made at the written request of USF undergraduate academic advisors.

Some postsecondary international credentials may be evaluated by the Office of Undergraduate Admissions, while others may require an official course-by-course evaluation completed by an independent credential evaluation service, with the student paying associated costs. T he Office of Undergraduate Admissions provides a listing of countries and/or regions that can be evaluated by USF, as well as information about recommended and approved independent evaluators affiliated with NACES[24] .

Graduate Credit

The graduate program/department to which the student applies is responsible for evaluating and initiating the transfer of credit.

The USF Transcript

USF assumes responsibility for the academic quality of any coursework or credit recorded on the institution's transcript. The Office of the Registrar documents the extent and quality of students' formal learning experiences at USF and maintains an accurate and complete record of courses completed, transfer credit accepted, and grades awarded for student academic performance. Additional information on the institution's responsibility for the quality of academic programs is provided in *Core Requirement 2.7.2 (Program Content)*.

3.4.5 The institution publishes academic policies that adhere to principles of good educational practice. These policies are disseminated to students, faculty, and other interested parties through publications that accurately represent the programs and services of the institution. (Academic policies)

Compliance Status: Compliant

The University of South Florida (USF) publishes academic policies that adhere to principles of good educational practice. The policies are disseminated through publications that accurately represent the programs and services of USF.

Publication and Dissemination of Policies

Registrar and USF Catalogs

Although operational/administrative policies are promulgated on the General Counsel website[1], academic policies with University-wide application are published by the Office of the Registrar's[2], the Office of Undergraduate Studies in the Undergraduate Catalog[3], and the Office of Graduate Studies in the Graduate Catalog[4], all of which are available on the USF website. T he Undergraduate[5] and Graduate[6] Councils review and approve t he USF Catalogs annually . Changes are communicated to the colleges and central advising units by the Offices of Undergraduate Studies and Graduate Studies, respectively. The Registrar's Office posts additional information for both degree and non-degree students through "important announcements[7]" in its (Schedule of Classes website (OASIS)[8].

College Websites

Some colleges also publish academic policies on their websites (e.g., College of Engineering[9]; College of The Arts[10]; College of Nursing[11]). The USF Morsani College of Medicine (MCOM) publishes academic policies pertaining to the Doctor of Medicine (MD) and the Doctor of Physical Therapy (DPT) programs on their respective websites. The MCOM Office of Student Affairs and Admissions[12] dissseminates academic policies and procedures to students in the MD program, and the MCOM School of Physical Therapy and Rehabilitation Sciences[13] disseminates academic policies and procedures to students in the DPT program. T he policies in the USF Graduate Catalog govern the College's PhD in Medical Science, MS in

Medical Sciences, Master of Science in Biotechnology (MSB), Master of Arts in Bioethics and Medical Humanities (MABMH) , and Master of Science in Bioinformatics and Computational Biology (MSBCB) . The USF College of Pharmacy[14] publishes academic policies pertaining to the Doctor of Pharmacy program on its website.

Student Handbooks

The Division of Student Affairs annually publishes a Student Handbook[15] that provides a link to USF policies and regulations on the General Counsel and a link to the Office of Student Rights and Responsibilities websites and highlights specific policies. The handbook is available on the Student Affairs website[16]. USF Athletics maintains a Student Athlete Policy and Procedure Handbook[17] that provides student athletes, coaches, administrators, and faculty with information on Athletics policies with respect to class attendance, academic dishonesty, and continuing eligibility requirements. Each student athlete has access to a copy of the Handbook when he or she logs into the compliance system. A meeting is conducted by athletics compliance personnel once a year to cover the policies with each team and to answer student's questions.

Orientation

The Office of Undergraduate Studies schedules numerous orientation[18] sessions each semester for new students. Academic policies are communicated on the Orientation website[19] and at the Orientation sessions[20]. All colleges offering undergraduate degree programs participate in additional college sessions, presenting academic policies for their degree programs at these orientations. The Office of Graduate Studies also provides a fall and spring Graduate Student Orientation[21] for new graduate students, with most graduate programs in the colleges also providing program-specific orientation information. Several colleges (e.g., College of Education[22]) also schedule undergraduate and graduate student orientations.

Articulation Agreements

Florida community college students considering transferring to a Florida public university are provided with information on university academic policies and procedures that differ from those of the community colleges via the statewide Articulation Agreement (described in detail in *Core Requirement 2.7.4, Course Work for Degrees*), which requires that all Florida universities adhere to a common set of academic policies and procedures.

Faculty

Chapter 4 of the Faculty Handbook[23], available on the Office of the Provost and Executive Vice President website, provides a reference tool to assist faculty with understanding University policies and procedures. The Office of the Provost and Executive Vice President website also provides links to Faculty Resources, Policies, and Guidelines[24] that include academic policies. Policies, procedures, and guidelines specific to the faculty in the colleges within USF Health are available on the Faculty and Academic Affairs website[25].

Through all these means, the University ensures that its academic policies are easily accessible to the constituencies affected by them. Information on the dissemination of University policies is also provided in *Federal Regulation 4.3 (Publication of Policies)*.

Development and Approval of Policies

In the development of academic policies, USF follows similar governance procedures to those employed at other institutions of higher education. USF Policy 0-001, Regulation and Policy Development[26], guides t he process that gives the USF Provost and Executive Vice President (USF Pol. 0-001[VI][a][27]) responsibility for proposing "[r]egulations and Policies regarding academic and other matters related to the University's mission of teaching, research and services." Following the official guidelines developed by the Office of the Provost and Executive Vice President[28] , policies are developed and approved by a combination of the appropriate representatives from faculty, students, and the administration, and approved by the Board of Trustees (e.g., BOT Agenda, Mar. 21, 2013[29]) to ensure that they adhere to educational best practices. USF Policy 0-002[30] requires that an official copy of the Policies and Procedures Manual be maintained by the Office of General Counsel.

In addition to the administrative offices who handle the process of policy creation and approval, academic policies are reviewed by the appropriate faculty committees/councils, including the Graduate Council[31], Undergraduate Council[32], and Faculty Senate[33].

The USF Provost and Executive Vice President ensures that USF complies with the regulations of the Board of Governors (BOG), that all USF academic policies are consistent with the recommendations of SACSCOC and other accrediting bodies, and that all regulations reflect best practices advocated by national higher education associations. When appropriate, the General Counsel's office is consulted in the drafting of policies to ensure respect for due process.

Approval Process for Published Materials

To ensure the accuracy and availability of materials used to describe the institution, USF assigns responsibility for approval of these materials to the same areas responsible for developing and implementing the policies. For example, the Faculty Handbook and Guidelines for Promotion are updated and approved each year by the Office of the Provost and Executive Vice President, the area responsible for implementing all academic policies relevant to the faculty. The Undergraduate Catalog, including the section containing academic policies, is updated annually by the Office of Undergraduate Studies and approved by the Undergraduate Council. The Graduate Catalog and guidelines and policies pertaining to graduate education are updated each year by the Office of Graduate Studies and approved by the Graduate Council.

3.4.6 The institution employs sound and acceptable practices for determining the amount and level of credit awarded for courses, regardless of format or mode of delivery. (Practices for awarding credit)

Compliance Status: Compliant

The University of South Florida (USF) uses sound and acceptable practices for determining the amount and level of credit awarded for courses, regardless of format or mode of delivery. These practices are based on state policies that define and set parameters for establishing credit. State policy also governs USF's practices for determining the level of credit awarded, primarily through the operation of a statewide course numbering system (SCNS). Course content, course numbers, and credit awarded are the same for off-campus courses (including online, distance learning, internships, and clinical practica) as for courses offered on campus. USF has also adopted University policy and procedures for determining the credit hours awarded for courses and programs that conform to commonly accepted practice in higher education. See *Federal Requirement 4.9 (Definition of Credit Hours)* for further information.

The Florida Administrative Code 6A-10.033(1)(a)[1], a guideline adopted in a Florida Board of Governors Resolution[2] (dated January 12, 2010), defines one semester hour of college credit as "the learning expected from the equivalent of fifteen (15) fifty-minute periods of classroom instruction; with credits for such activities as laboratory instruction, internships, and clinical experience determined by the institution based on the proportion of direct instruction to the laboratory exercise, internship hours, or clinical practice hours."

USF Policy 10-065[3] , Credit Hours, establishes USF's definition of a credit hour. The policy was created to "ensure that all credit-bearing courses and programs offered by the University of South Florida System (USF System) meet the requirements of the Federal definition of a credit hour and the Credit Hours Policy Statement issued by the SACSCOC." Based on this policy, USF has also developed specific Guidelines for Establishing the Credit Awarded for Various Modes of Instruction[4]. These guidelines must be followed unless specific variations are approved by the University Undergraduate or Graduate Council. A brief summary of the guidelines follows:

- For traditionally delivered lecture and discussion courses, one credit hour must include no less than one 50-minute period of direct faculty instruction each week for 15 weeks during fall and spring semesters and a minimum of two hours of out-of-class student work each week . It is understood that the students' work requirements may vary from week to week based on particular assignments. Equivalent time and effort are required for summer semesters or other shortened instructional periods. That is, for each credit, the students' work load should require approximately 45 hours of effort.

- At least an equivalent amount of work as described above is required for other academic activities, including laboratory courses, internships, clinical practice, field work, studio, and other academic work leading to the awarding of credit.

- Credit for courses delivered by e-learning, hybrid, shortened, intensive formats, and other nontraditional modes of delivery will demonstrate equivalent time and effort through equivalency of learning outcomes and formal faculty review.

- In determining the amount of coursework to achieve learning competencies and outcomes, the University will take into consideration alternative delivery methods, measurements of student work, academic calendars, disciplines, and degree levels.

Information on publication of policies relating to academic credit is provided in *Comprehensive Standard 3.4.4 (Acceptance of Academic Credit)*.

New Credit-Bearing Course Approval Process

USF has a well-developed process for the approval of new credit-bearing courses (regardless of delivery format) that includes the assigning of credit hours. There are five steps in the approval process:

1. Proposal of new course by department/program faculty

New course proposals at USF, regardless of format and mode of delivery, originate with the department or program that will offer the course. The proposer must demonstrate, by means of a sample syllabus, course outline, or related documentation, that the number of credits assigned to a proposed course is appropriate based on the policy and guidelines described above.

2. Approval by department chair and faculty (curriculum committee where applicable)

Program faculty must review proposals. In larger departments, this is most often carried out through a departmental curriculum committee; in smaller departments, review may include the faculty as a whole.

3. College level approval

After proposals, the academic program approves the proposal; then the college must next review it. College review is carried out by a curriculum committee with approval granted by the dean of the college.

4. Undergraduate or Graduate Council Approval

Final review of new courses is obtained by the submission of the college-approved proposal to the Undergraduate Council[5] , General Education Council[6] , or Graduate Council[7] . The councils, which are standing committees of the Faculty Senate, are responsible for reviewing all new course and course change proposals with respect to appropriateness, potential duplication, content, level, and credit awarded. As part of the proposal, the proposer must demonstrate, by means of a sample syllabus, course outline, or related documentation, that the number of credits assigned to a proposed course is appropriate. The Council reviews the proposal, including the number of credit hours assigned to the course. The Undergraduate Council follows a specific checklist[8] for their review.

The Office of Graduate Studies follows a comparable approval process[9] for new graduate courses. T he Graduate Council Curriculum Committee handles the review process.

All three Councils meet to review course proposals regularly during the fall and spring terms, as well as occasionally in summer (Undergrad. Council, Course Appr. Mins., Feb. 10, 2014[10]; USF Grad. Council, Curriculum Mtg. Report, Mar. 3, 2014[11]; USF Gen. Ed. Council, Course Appr. Mins., Feb. 3, 2014[12]). Following council approval, courses are posted for review[13][13] on the appropriate council's website to ensure concurrence prior to submission to SCNS.

5. Submission of approved course to the Florida Department of Education Statewide Course Numbering System

Courses approved by the councils are assigned an approved course name and number in coordination with the requirements of the Florida Statewide Course Numbering System[14]. Once approved by the SCNS, courses are added to the Department of Education list of approved courses.

USF Health

The College of Nursing, College of Public Health, and School of Biomedical Sciences within the College of Medicine (COM) adhere to the USF practices for awarding credit described above.

The process is slightly different for the professional Doctor of Medicine (MD) and Doctor of Physical Therapy (DPT) degree programs. For example, courses in the MD program are reviewed by the Morsani College of Medicine (MCOM) Curriculum Committee[15], which determines the number of contact hours per course. The Committee meets monthly to evaluate course content, timing in the curriculum, methods of pedagogy, effectiveness of teaching, appropriateness of objectives and method of evaluation, and oversight by faculty of student performance. The Office of Educational Affairs (OEA) reports actual assignments of contact hours to the MCOM Office of the Registrar with information sanctioned by the COM Curriculum Committee.

MCOM operates on an academic year calendar rather than a semester calendar. For the MD program, the first and second years of study are dedicated to basic science instruction, while the third and fourth years are clinical experiences. Further, MCOM determines the number of weeks and contact hours for courses in accordance with the accreditation standards of the Liaison Committee on Medical Education (LCME), which is the accrediting body for medical education programs in the United States and Canada. The LCME defines program length and academic credit in terms of weeks of instruction, rather than semester hours, requiring a minimum of 130 weeks of instruction for educational programs leading to the MD degree (Functions and Structure of a Medical School, Part II.B.1, ED-4[16], p. 7). MCOM currently has 164 weeks of instruction for the entire four-year curriculum.

The College of Pharmacy (COP) employs a course approval process similar to that described for the other professional degree programs. The format of the pharmacy curriculum is such that semester credit hours (SCH) for the core curriculum are pre-established; elective pharmacy courses may be either two or three SCH. The COP Curriculum Committee (CC) reviews and

approves all pharmacy courses. The COP CC follows established accreditation and institutional requirements. The COP Records and Registration Specialist (RRS) maintains oversight of the course numbering process.

The School of Physical Therapy & Rehabilitation Sciences (SPTRS) Curriculum Committee reviews courses in the professional Doctor of Physical Therapy (DPT) curriculum and determines the amount of credit awarded per course following Carnegie unit guidelines. The Committee meets monthly to evaluate course content, timing in the curriculum, effectiveness of teaching, appropriateness of objectives and method of evaluation, and oversight by faculty of student performance.

A School of Physical Therapy and Rehabilitation Science Annual Report[17] is presented once per year in August to MCOM's Curriculum Committee[18]. The School's Director reports actual course hours for credit to the MCOM Registrar with the request for assignment of a SCN.

3.4.7 The institution ensures the quality of educational programs and courses offered through consortial relationships or contractual agreements, ensures ongoing compliance with the *Principles* and periodically evaluates the consortial relationship and/or agreement against the mission of the institution. (Consortial relationships/contractual agreements)

Compliance Status: Compliant

The University of South Florida (USF) follows established procedures to ensure the quality of educational programs and courses offered through consortial relationships or contractual agreements. In its efforts to provide enhanced educational opportunities for its students and faculty, USF has established a series of collaborative relationships with external institutions both domestic and foreign. Through these consortial relationships, USF's students receive credit when they enroll in courses provided or supported by such external institutions. In these consortial and contractual relationships, the external partner collaborates in the delivery of academic courses or programs as well as services in support of USF's programs.

While USF engages in typical study abroad programs in which credit is earned at foreign institutions, it is involved in only three Memorandas of Understanding (MOUs) based on joint degree programs. However, there are clear guidelines and support for MOUs of all types, including joint or dual degrees, research collaborations, and student and faculty exchanges.

Initiating an agreement including an MOU for a joint or dual program is a two-step process: first is the completion of the MOU Feasibility Report[1]; the second is the completion of an MOU using USF's Memorandum of Understanding Template[2] .

All credits transferred into USF meet the normal credit hour policy, USF Policy 10-065[3], including credits earned from study abroad.

International Programs and Study Abroad

USF World assists USF colleges, departments, and faculty in developing relationships with international partners as well as the design, development, execution, and implementation of international agreements based on the guidelines[4]. The process for establishing international partners[5] starts in the academic departments and follows a clearly defined sequence. The Office of Institutional Effectiveness, Academic Planning and Review (OIE) in conjunction with the Office of the General Counsel maintains an Evaluation Template[6] for assistance in determining an international site's ongoing compliance with SACSCOC requirements. Faculty and departmental authorities identify potential partners and work with USF World to coordinate support for the consortial relationship. Faculty within relevant departments collaborate with the new partner to review the curriculum and course syallabi and ensure the alignment of courses with USF curricula and curricular standards.

Faculty and administrative staff also help coordinate campus visits. If courses are taught at an international site, USF World conducts campus visits. Furthermore, if academic programs are to be taught at international sites, and there is potential for the number of courses taught at the site to increase, as part of his/her charge the SACSCOC Liaison[7] visits the site to evaluate its viability in terms of the SACSCOC Agreements Involving Joint and Dual Academic Awards[8], USF Policy 10-061, Policy on Reporting Substantive Changes[9], and BOG Regulation 8.009, Educational Sites[10]. These policies and the Liaison charge ensure that all consortial or contractual agreements are channeled through the SACSCOC Liaison, who works in conjunction with the Office of the General Counsel and the Vice Provost of USF World to ensure the continual viability of such agreements. No agreement may be finalized unless all required language and processes are present in the agreement to monitor the initial and ongoing quality of the program(s) under agreement. The Office of the Provost and Executive Vice President, the SACSCOC Liaison, and the General Counsel have designed and used a template for evaluating all programmatic agreements to ensure that the agreement contains the proper language necessary to ensure program quality. T he SACSCOC policy on Agreements Involving Joint or Dual Programs and Florida Board of Governors Policy 8.009[11] govern agreements involving off-campus sites .

Currently USF has one international joint program at the Center for American Education in Lima, Peru, for which USF submitted a prospectus[12] and received approval from the Commission on Colleges[13]. The Collaborative Agreement[14] between the University of South Florida and the Universidad San Ignacio De Loyola S.A. provides details of the agreement to offer a Bachelor of Science in Business Administration at the Center for American Education.

USF maintains an active body of study abroad programs, many of which are faculty sponsored, though other opportunities are offered through USF World's Education Abroad program. USF also acts as School of Record in a SACSCOC-approved relationship with Palazzi, an educational institution in Florence, Italy. As agreed in the Palazzi MOU[15] , this relationship is reviewed by USF World and the Office of Institutional Effectiveness, Academic Planning and Review biennially for effectiveness and relationship to USF's mission, as meeting notes from the last on site visit indicate (Palazzi Florence Assoc. Intl. Ed., Mtg. Notes, Jul.-Aug. 2013[16]).

All credits transferred in to USF meet USF Policy 10-065[17] credit hour policy requirements, including for study abroad.

Domestic Agreements

Agreements within the United States follow the same guidelines as international agreements, using the same MOU Template[2]. However, the process varies slightly. As shown in the Overview of MOU Process flow chart[18], domestic agreements are initiated in the same fashion as international agreements; however, they are submitted to either the Academics and Campus Environment Advisory Council (ACEAC) [19](new programs that must then go to the Board of Trustees) or the Academic Planning and Program Coordination Council (APPCC)[20] (programs not requiring Board of Trustee approval).

USF ensures the periodic evaluation of all consortial relationships and/or agreements against the mission of the institution.

Every agreement has an integrated process of ongoing evaluation[21] to monitor the effectiveness of all consortial relationships and/or agreements against the mission of the institution. Every programmatic agreement must, as part of the initial evaluation process inherent in the evaluation template, ensure two processes: an explanation of the relationship between the program under agreement and the USF mission and Strategic Plan, and the means by which an ongoing evaluation of the program in this context will occur (MOU, General Provisions)[22].

As the flow chart shows, the steps for approval of an MOU that covers all academic consortial and contractual agreements is as follows: (note the steps incorporate BOG Regulation 8.009 (3) [23]regarding new sites).

1. The process originates with faculty or academic departments wishing to sponsor a consortial or contractual relationship.

2. The dean of the college signs the MOU and submits it to OIE.

3. The Associate Vice President of OIE submits a copy to the Office of General Counsel, and both offices review it for legal constraints and compliance with SACSCOC requirements.

4. If the type of MOU does *not* require Board of Trustee (BOT) approval (e.g., an off-campus site serving fewer than 300 FTE students), it is submitted to and reviewed by the APPCC. If the MOU requires BOT approval (e.g., an off-campus site serving more than 300 FTE students; a dual or joint enrollment program; etc.), the MOU is submitted to and reviewed by the ACEAC.

5. After the relevant council reviews the MOU, the council submits it to the Provost and Executive Vice President, who is delegated by the USF President to sign.

6. If the MOU requires BOT approval, it is submitted by the ACEAC to the Academic and Campus Environment Work Group, a subcommittee of the BOT, as an action item. It is then submitted as a consent agenda item to the full BOT for final approval.

7. All MOUs meeting substantive change requirements according to the USF Policy 10-061, Reporting Substantive Change[9] are submitted by the SACSCOC Liaison appropriately to the SACS Commission on Colleges.

It should also be noted that such contracts are reviewed by USF World annually in accordance with USF Policy 10-235[24], BOG Regulation 8.004[25] for sites within the state of Florida, and BOG Regulation 8.009[23] for sites outside the state of Florida, including international sites. USF Policy 10-061, Reporting Substantive Change[9] , governs all MOUs that require a substantive change notification or prospectus to SACSCOC to assure continuity and compliance with all SACSCOC requirements. Such memoranda have annual reporting requirements consistent with all programmatic annual reporting and at which time memoranda are reviewed for continued relevance to the mission of the institution.

USF currently has only one domestic joint academic program for which a student can receive 50% or more of their academic credit. USF Health offers a Nurse Anesthetist program at the Center for Advanced Medical Learning and Simulation (CAMLS) in Tampa, Florida. (CAMLS, SACSCOC Approval for Nurse Anesthetist[26])

Distance Education

USF academic colleges decide when to increase access by converting face-to-face courses/programs to online delivery and when to utilize a vendor to support the development and/or support of their online courses/programs. Contractual agreements in support of USF's distance-learning programs include the following:

- Agreement for tDPT Degree Program Services and Rehab Essentials, Inc.[27], in support of USF's tDPT Degree Program, September 2010;

- Agreement between Bisk Education, Inc., and USF BOT[28], in support of the delivery of the Master of Science in Health Informatics, August 2012;

- Service Description Agreement with Kaplan[29]Global Solutions, Inc., in support of the Master of Public Administration, November 2012;

- USF Distance Education Agreement with Apollidon, LLC[30], in support of marketing, promotion, and delivery of USF's distance-education programs, July 2013; and

- Service Description Agreement with Kaplan[31] Global Solutions, Inc., in support of the MBA with Sports and Entertainment Management Concentration, June 2013.

The SACSCOC Liaison who works with the Office of General Counsel reviewed each agreement to ensure that all required language and processes are present in the agreement in order to monitor the initial and ongoing quality of the program(s) under the agreement.

USF utilizes the state-approved proposal process, Invitation to Negotiate (ITN), to select vendors. The ITN process requires vendors to submit proposals that respond to detailed criteria established by the University. This ITN process is initiated when decisions are made to utilize vendors to support distance education programs. For example, the ITN #13-12-MA, Distance Learning Services[32], was issued to solicit proposals for the improvement of marketing and student services for existing and newly approved fully online market-rate tuition programs. Section III of the Distance Learning Services, ITN Bid Specifications[33], lists the criteria to be used for evaluating proposals. Additional strategies are used throughout the solicitation and selection process to ensure that expectations are clearly delineated and communicated. For example, ITN, Invitation Letter, Evaluation Criteria[34] for evaluating vendor proposals are provided by the Office of Innovative Education to stakeholder faculty and administrators invited to participate in a pre-bid conference. Additionally, an ITN Committee of Faculty and Administrators[35] reiterates the criteria for the selection process when interviewing the vendors.

Once vendors are selected, various agreements and contracts clearly delineate the terms of the collaboration. For example, in the Agreement between Bisk Education, Inc., and USF BOT[28], page 2, program curriculum; page 3, role of faculty; page 4, university and vendor administrative responsibilities; page 7, admission requirements; page 11, financial terms; and page 12, the ability to discontinue the contract if expressed goals are not met are all detailed. Additionally, procedures and processes are established by the Office of Innovative Education in conjunction with the Office of the Provost and Executive Vice President for the regular review, evaluation, and consultation between USF and vendors who provide services in support of USF's distance education program. Examples include Innovative Education's Process for Evaluating Vendor Provided Materials and Instructional Design[36] and the Online Course Review Rubric[37]. Vendors involved in course conversion or development are required to submit their materials for regular review by USF Instructional Designers. Content is sent via email by the Office of Innovative Education and File Transfer Protocol sites so that it can be approved prior to uploading to the USF learning management system (Canvas). Only materials/courses approved by USF Instructional Designers are posted for students.

If a vendor provides additional services, such as marketing, USF reviews and approves all materials and measures enrollment counts against established goals to determine the effectiveness of vendor efforts. Vendors provide detailed reports regarding campaign metrics, for example, the Colloquy Update Meeting, MPA Recap[38]. Other services that are monitored

by USF include vendor support of USF's student retention initiative. For example, USF Health monitors the staff member(s) assigned by the vendor Bisk to each of the students enrolled in USF's Master of Science in Health Informatics, for the purpose of ensuring that students have the information and assistance needed to complete the program and graduate.

3.4.8 The institution awards academic credit for course work taken on a noncredit basis only when there is documentation that the noncredit course work is equivalent to a designated credit experience. (Noncredit to credit)

Compliance Status: Compliant

The University of South Florida (USF) in general does not accept experiential credit or credit equivalencies for noncredit course work. Limited exceptions may be made for military service school courses, which are evaluated with reference to the recommendation of the American Council of Education when official credentials have been presented. Such recommendation, however, is not binding upon the University. For ROTC and military science courses taken after Fall 1975, the maximum credit will vary with each college. ROTC and military science courses taken prior to Fall 1975 are not acceptable for transfer credit. A maximum of 30 semester hours of extension, correspondence, and military service education credits can be applied toward a degree (Transfer Credit - Undergraduate Catalog[1]). In addition, the V-CARE Veterans BS in Nursing[2] program may accept a limited credits from military training/service.

3.4.9 The institution provides appropriate academic support services. (Academic support services)

Compliance Status: Compliant

The University of South Florida (USF) provides a broad array of academic support services to students and faculty. These services underpin the distinct mission of the University by providing a learning environment that will meet academic needs, enhance student learning, improve the effectiveness of the faculty, and promote student success. The services provided fall into three broad categories:

1. basic academic support services available to all students;
2. targeted academic support services designed to meet unique student needs; and
3. academic support for instructional faculty.

While most of the academic support services are centralized in the Offices of Undergraduate and Graduate Studies or Student Affairs, services are also distributed within the colleges and the departments, e.g., My Reviewers for the College of Arts and Sciences[1], Academic Support Services for the College of Business[2], and Academic Support Services for the College of Engineering[3].

Following is an overview of the types of academic support services USF offers. *Core Requirement 2.10 (Student Support Services)* describes the full range of student support services provided at USF.. *Comprehensive Standard 3.3.1.3 (Institutional Effectiveness: Academic and Student Support Services)* includes information on the assessment of academic support services.

Basic Academic Support Services for all Students
Tutoring and Learning Services/Resource Libraries and Laboratories
Academic Advising
Transitional Advising Center (TRAC)
DegreeWorks Academic Degree Audit and Tracking System
Transfer Articulation and Transfer Evaluation System (TES)
New Student Orientation
University Experience
Career Services
Undergraduate Research
Counseling Center
Library Services
Targeted Academic Support Services for Students
First Generation Access and Pre-collegiate Programs (FGAPP) College Reach-Out Program (CROP) Freshman Summer Institute (FSI) Student Support Services (SSS) Upward Bound
Office of Academic Advocacy
Honors College
Athletic Academic Enrichment Center (AEC)
Students with Disabilities Services
Testing Services
Innovative Education/Distance Education
Academic Support Services for Instructional Faculty
Academy for Teaching and Learning Excellence (ATLE)
Innovative Education
USF Health

Basic Academic Support Services for All Students

Tutoring and Learning Services

Located in the USF Library, Tutoring and Learning Services[4] is a comprehensive Learning Commons Model that focuses on helping students become confident, self-directed, lifelong learners. It provides a variety of learning support options to enhance student academic success and provide students with accurate, relevant, and appropriate information and referrals. Tutoring and Learning Services offers a wide range of learning support options for subject-specific tutoring, with an emphasis in STEM courses; a comprehensive Writing Center[5]; a SMART Lab[6] that offers assistance in entry-level math courses including College Algebra, Pre-Calculus, Finite Math, and Intermediate Algebra; and the Online Tutoring[7] program Smarthinking.

Academic Advising

USF's Academic Advising Resources[8] include academic advisors who are dedicated to promoting the successful achievement of students' academic goals through comprehensive advising services. Advisors assist students with course selection and scheduling, major and career selection, policy and procedure explanations, and referrals to available resources across campus.

Academic Advisors serve as a campus resource for students, assisting them in meeting their academic and career goals. The advisors help students define and develop realistic goals for the pursuit of a major. Advisors maintain personal communication with continuing and prospective students through individually scheduled appointments, walk-in appointment hours, email advising, and web and telephone inquiries. Academic advising is integral to the students' academic success, helping them to realize the maximum benefit of their educational experience.

Transitional Advising Center (TRAC)

Undeclared undergraduate majors are advised through the Transitional Advising Center[9] (TRAC). Students in the process of re-selecting a major due to academic ineligibility or a change of interests are also referred to TRAC. The TRAC also advises Pre-Hospitality Management[10] and Bachelor of Science in Applied Science [11](BSAS) students. The TRAC serves approximately 1,400 students each year. The relevant college and/or departmental advisors counsel the remaining populations of undergraduate students with declared majors.

DegreeWorks Academic Degree Audit and Tracking System

USF maintains a DegreeWorks system that allows students and advisors to track undergraduate students' progress toward meeting General Education and major degree requirements. The DegreeWorks audit[12] matches the students' academic records against the requirements of their degree programs. Students can obtain DegreeWorks audits from USF's Online Access Student Information System (OASIS) through any computer or device connected to the Internet, including open-use computers on campus.

In the spring of 2013, USF launched a new academic tracking module within DegreeWorks that complements the degree audit by listing the critical courses and milestones for each student's degree program in an eight-semester sequence. This new module, called ATLAS (Advanced

Tracking Leading to Academic Success), is designed to automatically track a student's progress toward an eight-semester graduation. If or when a student veers "off-track," ATLAS can send an early warning signal to the student and the advisor so that the student may develop a new plan with his or her advisor to get back "on track." Along with the degree audit, students can access ATLAS tracking plans in DegreeWorks, accessible through OASIS.

DegreeWorks also provides information on progress toward degree to the Academic Services team in Athletics and into the NCAA Compliance Assistant software to ensure student athletes are enrolled in degree-applicable hours, meet NCAA eligibility requirements, and matriculate toward graduation. In addition, this system helps with the submission of the annual Academic Progress Rate (APR) reports for student athletes.

Transfer Articulation

As USF is a destination for a significant number of transfer students, the Transfer Articulation Office[13] was established within the Office of the Registrar to provide applicants a realistic representation of how their credits will transfer to USF. The Transfer Articulation Office strives to ensure that students obtain an accurate assessment of transfer credit accepted by the University; identifies specific equivalencies to create an accurate degree audit for students and advisors; and maintains the transfer catalogs to evaluate and articulate transfer work from regionally accredited institutions through the U.S. Department of Education (Database Accr. Postsec. Insts. & Progs.[14]).

Working in conjunction with academic departments, the Transfer Articulation Office has as its primary role to build equivalencies for courses, allowing for a more accurate academic plan for the completion of degree programs and, ultimately, graduation. The Transfer Articulation Office adheres to the Florida Department of Education's Office of Articulation policies.

The Transfer Evaluation System[15] (TES) is used by the Transfer Articulation Office as the primary source of information to access course catalogs from transfer institutions. Based on course descriptions (including prerequisites, course level, and breadth of material covered), the Transfer Articulation Office makes equivalencies to native courses and updates transfer catalogs in the Student Information System (Banner). The Statewide Course Numbering System[16] (SCNS) is instrumental in this process and provides an extensive database to improve research, assist program planning, and facilitate the transfer of students to USF.

As part of the State of Florida's 2+2 articulation agreement, transfer students who have not yet been admitted to USF may utilize Florida Virtual Campus (FLVC)[17] for information on transfer progress and options, financial aid, college advising tools, choice of majors, college transcripts and grades, defining career objectives, and progress toward college graduation.

New Student Orientation

The Office of Orientation provides New Student Orientation Programming[18] to new undergraduate degree-seeking students at USF. In the programs, Orientation staff strives to provide each participant with a holistic orientation experience that includes academic policy, curriculum planning, community building and engagement, school pride, and campus resources.

Orientation programming provides an introduction to academic success opportunities available on campus, including academic advising, undergraduate research, global citizenship, tutoring

and learning services, career services, and education abroad. In addition, Orientation promotes an overall campus engagement experience including student organizations, leadership development programs, recreation activities, and community service. The Office of Orientation offers a separate program for family members of First-Time-in-College students to establish a foundation for families to aid students during their transition and academic career. This program introduces families to the resources available to the students and offers coaching strategies for assisting their students.

University Experience

University Experience[19] (SLS 1101) is an elective, two-credit-hour academic and life skills course for first-year students. The course is structured around four major themes: building community, learning about campus resources, developing effective academic skills, and exploring personal character and values. The goals of the University Experience (UE) class are to establish a supportive relationship between the student and faculty member, develop a strong peer group identity, and assist students with academic and social integration into the campus community. Peer leaders and graduate teaching assistants provide support to course instructors. The textbook for this course is custom-published with content selected for its applicability to USF. Although the course is not mandatory, 40-50% of first-year students complete the UE course each year.

In addition to SLS1101, other variations of the University Experience course are also offered. One variation is UDecide for undeclared students, with an emphasis on major and career exploration. Additionally, a new course titled Academic Foundations Seminar (SLS 2901) is designed to assist incoming first-year students with their acclimation to the University, development of effective academic skills, and selection of a career and major. The curriculum has been carefully structured to consolidate select content from the foundational courses into a six-week format appropriate for a summer class term.

Career Services

Career counseling services include schedule[20] and drop-by career planning and job search coaching appointments career assessments[21] , classroom presentations and workshops[22], a reference and circulating collection[23] of books and DVDs on occupational information, and online career exploration[24] . Career Services also offers a two-credit course, Career Development for Today (SLS 2401), and has collaborated with TRAC in the development and teaching of the new Academic Foundations Seminar (SLS 2901). Major Possibilities[25] is a new online program that allows first-year students to complete an interest assessment prior to their arrival on campus and use the results to explore career options and USF majors that complement and reflect their interests.

Career Services also provides resume and vita critiques, practice interviews, and programs on appropriate business attire and professional dining etiquette, as well as services that connect students with employers seeking candidates for part-time jobs, internships, cooperative education, and full-time, professional employment. Employment assistance services include an online job postings service, on-campus interviews, career fairs, and employer information sessions.

Career Services for Faculty[26] are also available, which faculty may use to enhance and support their students' career success.

Undergraduate Research

The Office for Undergraduate Research (OUR) promotes the value of mentored undergraduate research across all disciplines by partnering with faculty and staff in all academic programs, administrative units, and within the community. A main goal of OUR is to develop and disseminate information and materials that will assist students across all disciplines in understanding the process for identifying and obtaining research experiences. The Office assists students, faculty, staff, administrators, and community leaders in establishing research experiences[27] that are designed to enhance a student's academic progression and foster deeper immersion in the field. The office also elevates the research experience by providing all participants professional development and mentoring workshops, research training, publication and funding opportunities.

Counseling Center

The USF Counseling Center[28] offers comprehensive psychological services designed to enhance the personal, social, educational, and career development of University students. It provides direct services to students; serves as a setting for advanced training and applied graduate programs; and provides consultative services to academic, administrative, and other service units throughout the University. The Counseling Center directs the Center for Addiction and Substance Abuse and maintains a liaison with the State Division of Vocational Rehabilitation.
The Counseling Center is fully accredited by the International Association of Counseling Services and belongs to the Association of Psychology Postdoctoral and Internship Centers. The Doctoral Internship Program in Professional Psychology is fully accredited by the American Psychological Commission on Accreditation. It has been shown that students with psychological problems are at increased risk for dropping out of school prematurely and that untreated mental health problems can impact students' emotional and social development. The American College Health Association's National College Health Assessment reported in 2012 that six of the top 10 barriers to academic success are mental health related: stress, sleep anxiety, concerns about friends or family, relationship concerns, and depression.

Library Services

USF Libraries provide a wide variety of services to support student success. Mechanisms for delivery vary. Traditional methods such as telephone or postal service are used side by side with email, text, simultaneous chat, and social media venues to ensure distance education students, as well as on-campus students, have access to reference support, research consultations, orientations, and library instruction workshops.

The Libraries Research Rescue[29] program delivers basic online help through self-paced tutorials. Two components of this program are Research 101 and Beyond the Basics. Research 101[30] presents an overall introduction to library services and how to search using the catalog and the library's discovery tool, FindIt. Beyond the Basics[31] offers approximately 20 workshops per semester on topics that vary from "Conducting a Literature Review" and "Locating Primary Sources" to using bibliographic citation management tools such as Endnote and RefWorks.

Additionally, USF Libraries has created an extensive collection of online guides, tutorials, videos, and other learning objects designed to provide users with timely access to asynchronous instruction on how to use the library, regardless of time or location. Users can access many of these through the Libraries' YouTube channel[32] and the Libraries' Interactive Tutorials on the Libraries website.

USF Libraries' Ask-A-Librarian[33] service provides live assistance from professional librarians and librarian interns via online chat Sunday through Thursday from 10:00 a.m. to midnight, Friday from 10:00 a.m. to 5:00 p.m., and Saturday from 10:00 a.m. to 6:00 p.m. Outside of these hours, students will be automatically provided a reference email service in which a librarian will respond to their questions in 24 hours. Distance education students are also made aware of how to contact their subject librarian and are able to request an online chat or phone appointment for more in-depth research assistance.

Many library workshops are available using the synchronous online discussion features provided by Canvas, the University's course management software. Students who are not able to attend sessions can request recordings to view at their convenience.

The Libraries' subject specialists maintain professional blogs that keep students aware of new products and services specific to their departments and areas of research. Subject-specific newsletters include links to blogs and new resources.

USF Libraries has adopted the Springshare product LibGuides as the primary platform to deliver links and information on subject-specific resources. Access to these guides is also linked from courses within Canvas.

The USF Libraries webpage for Online and Distance Learners[34] provides information on how students can authenticate online resources and whom students can contact for help. It also links to a number of self-service tools, such as subject guides, online tutorials, and instructional videos that assist students with identifying and connecting to resources.

Students who identify their status in their Interlibrary Loan profile as "distance learner" may request print books and copies of print articles held by USF Libraries. Library staff scan articles and make them available electronically, while they ship books free of charge via USPS to the student's home address. For 2011-12, the Libraries received 108 distance-learner requests at an average of nine per month. For the first part of 2012-13, the Libraries received 153 distance-learner requests at an average of 19 per month, representing 111% growth in the use of this service.

Targeted Academic Support Services for Students

First-Generation Access and Pre-collegiate Programs

The First Generation Access and Pre-collegiate Programs (FGAPP) provide academic support to promising first-year students who are first-generation college students and/or come from limited-income households. FGAPP provide services and activities that focus on facilitating the transition from high school to college; improving student persistence and graduation; promoting

academic achievement; and providing academic, social, and cultural support during students' matriculation at USF. FGAPP includes the following:

Freshman Summer Institute

Freshman Summer Institute[35] (FSI) is a six-week residential summer program providing access to the University for promising first-generation students and/or limited-income families. These students do not meet competitive fall admission criteria but demonstrate the potential to succeed at USF. Students in FSI have the opportunity to become acquainted with University services and resources before the fall term, ensuring a smooth transition from high school to college. All students admitted to FSI must live in the residence halls during the six-week summer session. Students enroll in nine credit hours based on standardized test scores, high school transcripts, and intended majors. Students must end the summer semester in good academic standing in order to continue into the fall semester. Students are assigned individual counselors, and throughout the first year, they must attend weekly counseling sessions and workshops on various topics relevant to academic success, acclimation to college life, and growth and development as first-year students.

Student Support Services

Student Support Services[36] (SSS) is a federally-funded, two-year retention program that serves a diverse group of first-generation, low-income college students. Services include pre-enrollment advising, orientation, academic advising and monitoring, registration, English tutoring and tutoring referrals, mid-term assessments, counseling, mandatory college survival seminars, cultural and social enrichment programs, scholarships, a laptop loan program, computer lab support, financial aid assistance, and individual student evaluations. Student Support Services includes a mandatory six-week freshman-year summer program.

Upward Bound

Upward Bound provides fundamental support to participants in its preparation for college entrance. The program provides opportunities for participants to succeed in their precollege performance and ultimately in their higher education pursuits. Upward Bound at USF[37] serves high school students from low-income families and students from families in which neither parent holds a bachelor's degree (first-generation college students). The goal of Upward Bound is to increase the rate at which participants complete secondary education and enroll in and graduate from institutions of postsecondary education.

College Reach-Out Program

College Reach-Out Program[38] (CROP) is a statewide program 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 eight through twelve, representing various cultural backgrounds, who otherwise would be unlikely to seek admission to a community college, state university or independent post-secondary institution without special support and recruitment efforts.

Office of Academic Advocacy

The Office of Academic Advocacy's (OAA)[39] mission is to serve Undergraduate Students at the University of South Florida in pursuit of timely progression to graduation. The OAA works individually with students in academic distress to review their options and collaborates with colleges and university departments to improve progression to graduation.

Honors College

The Honors College[40] provides a productive learning environment that combines the advantages of a small, highly personalized college with the resources of a large research institution. The Honors College program emphasizes the development of thinking, reasoning, analytic skills, and writing skills, which students can apply to an individual research project or an original creative work. Students who thrive in academically challenging environments are provided opportunities to excel by engaging in faculty research projects, international study initiatives, and honors conferences.

The Honors College offers a variety of accelerated programs:

- The Provost's Scholars Program[41] affords qualified students who enter USF directly from high school with 18 or more appropriate credits the opportunity to complete their undergraduate education in three years.

- The Bachelor's/Accelerated JD Program[42] allows first-year students to use their first-year law curriculum to count as the fourth-year elective requirements for the bachelor's degree, graduate from USF, and be a second-year law student.

- The Accelerated 7-Year Medical Program[43] is for eligible USF first-time-in-college students who have been admitted to the Honors College and are interested in attending medical school. These students have an opportunity to receive admission to the USF Morsani College of Medicine (COM) and complete a medical degree in seven years, provided the student continues to meet the requirements of the program.

- The Accelerated 5-Year Bachelor of Science/Master of Engineering Science Program[44] in the College of Engineering allows students who, at the end of their junior year, are clearly interested in graduate study to be invited to pursue a five-year program of study leading simultaneously to the Bachelor of Science and Master of Science in Engineering. The five-year program includes a two-year research program extending through the fourth and fifth year. This program is only offered through the College of Engineering.

- The Accelerated 5-Year College of Public Health Program[45] provides opportunities for Honors students to enroll in a Master's in Public Health program at the beginning of their senior year. Eligible seniors complete up to 20 graduate credits in public health that count toward the bachelor's degree as well as a Master's in Public Health (MPH) or Master of Science in Public Health (MSPH). The MPH is considered a professional degree and is appropriate for students preparing for and pursuing work in a public health career.

Athletic Academic Enrichment Center

The Athletic Academic Enrichment Center[46] (AEC) is designed to be a full-service program with the goal of providing services that address the unique needs of student athletes at USF. AEC staff report to the Office of Undergraduate Studies but are located in the Athletic Building. The Center serves approximately 500 student athletes as well as the coaches to coordinate advising, tutoring, and student development activities. Emphasis is placed on encouraging student athletes to take responsibility for their academic careers and for being productive and successful members of the USF academic community.

Students with Disabilities Services

Students with Disabilities Services[47] (SDS) provides reasonable and appropriate accommodations for qualified students. USF Policy 0-108, Disability and Accommodations[48], guides these services, which range from extended time on exams and note-taking assistance to sign-language interpreters, transcriptionists, and braille text conversion. The Students with Disabilities Services Handbook[49] contains more specific information. In 2013, the Office represented 850 students actively registered for accommodations and another 150 students receiving provisional or temporary assistance. In addition to direct student service, SDS serves all USF faculty by administering approximately 3,000 accommodated exams per academic year. SDS is also available for consultation and instruction pertaining to accessibility and disability etiquette or other issues. SDS supports the USF system by helping to draft and promote USF ADA policies (e.g., USF Pol. 6-033[50]).

Testing Services

USF Testing Services[51] provides comprehensive and quality testing for the academic community including proctoring services for entrance/placement, certification/licensure, distance education, and pre-employment exams.

Innovative Education

In addition to links to learning resources, the Online Faculty Development team in Innovative Education has created Get Started[52], which provides tutorials and links to relevant student support services.

In collaboration with Innovative Education, the Office of Undergraduate Studies developed Online Success @ USF[53]. This seven-module resource, accessible through Canvas, provides students with information for succeeding as an online student, technical support services, tutorial banks/quick reference guides, and other information specific to student services.

Academic Support Services for Instructional Faculty

Academy for Teaching and Learning Excellence

USF has made a major commitment to the development of its faculty as teachers, scholars, and practitioners. A teaching and learning center was established in 1990, originally called Center for the Enhancement of Teaching; later revised to the Center for 21st Century Teaching Excellence. In 2012 the Center was renamed the Academy for Teaching and Learning Excellence[54], or ATLE. ATLE sponsors publications, workshops, and research that critically examine and promote instructional excellence. In addition, ATLE offers opportunities for individuals to improve their teaching effectiveness using classroom visitations and/or mid-semester student feedback. Throughout the academic year, ATLE offers workshops[55] for faculty on a variety of topics such as assessment, classroom management, effective lecturing, and course redesign, as well as ongoing facilitation and support for faculty groups involved in teaching large classes or teaching material that challenges students' values. Separate orientations are offered to new faculty, adjuncts, and graduate students (e.g., New Fac. Orient[56].). Adjuncts and graduate students have additional programming alternatives. ATLE also provides a wide range of assistance to faculty in the use of computer applications[57] used by the University.

Innovative Education

The academic support services (eTeach. Supp. Svcs.[58]) offered by the Online Faculty Development (OFD) team to USF Academic Affairs online faculty include evaluating when and how to use technology to enhance teaching and learning; identifying and prescribing best practices for teaching online; augmenting the development of pedagogical skills relevant to teaching online; developing engaging and interactive online instructional content using custom authoring tools; providing faculty training on software and hardware platforms; and creating assessments strategies. These services may be for a single online course/faculty member or may be program wide. OFD interfaces with the faculty through workshops[59], both online and in person, and through independent consultation. Beyond these services, OFD also provides department-specific instructional technology support for distance education applications, research and development of new developments in online education, and evaluation of instructional technology software for licensing at USF.

The Media Innovation Team[60] (MIT) works collaboratively with USF Academic Affairs (AA) faculty on the conversion of credit-bearing courses to online delivery. Support services include instructional design and the selection of software tools that enhance and tailor lectures, present theoretical models, and embed quizzes to ensure the achievement of learning outcomes that are comparable to the achievement of students enrolled in courses where the faculty member is physically present. Additionally, MIT offers faculty consultations on existing courses and offers support services to faculty who would like to utilize specific features of the learning management system, e.g., test management, grade book setup, and content organization. For those who wish to create custom content, MIT's digital media developers provide expertise in web, application/database, video, and multimedia development.

USF Health

USF Health's Faculty Development Online Training Center[61] supports the development of faculty in its four colleges—the College of Nursing (CON), the College of Pharmacy, the College of Public Health (COPH), and the College of Medicine (COM). Development opportunities range from self-paced modules to useful articles designed to deliver on-demand training.

USF Health's Instructional Design and Training[62] team develops online courseware. Additional support to online course development (e.g., instructional design, multimedia design, and technology support services) resides in each of the colleges within USF Health, for example, the COPH Online Program[63] and the COM office of Instructional Design for Educational Advancement[64]   (IDEA).

Dissemination of Information to Stakeholders

Information about academic support services is readily available to students by means of the new student orientation programs, the Undergraduate Catalog[65], and the website of the Office of Undergraduate Studies[66]. Information on academic support services available through individual units is also disseminated through the websites of those units. Academic Advising resources are also made available through the Office of Undergraduate Studies[8] website and on individual college and departmental websites (e.g., Stud. Academic Services USF COEDU[67]).

USF online students can also locate information on academic support services on the Innovative Education student services webpage[68]. This information includes:

- links to USF Libraries distant education resources (e.g., USF Libraries Catalog, databases, and e-journals); Ask-a-Librarian (24/7 chat, text, or email library support); tutoring and learning services (e.g., assistance with writing and study skills); and Learning Commons (academic support services);

- links to USF Libraries distance education resources, which are embedded in the learning management system for all online courses developed by Innovative Education; and

- links to the IT Help Desk[69] for 24/7 technical support.

3.4.10 The institution places primary responsibility for the content, quality, and effectiveness of the curriculum with its faculty. (Responsibility for curriculum)

Compliance Status: Compliant

The faculty of the University of South Florida (USF) are responsible for the content, quality, and effectiveness of the curriculum. Through the USF Faculty Senate, its committees, and its faculty governance bodies at the department and college levels, the faculty hold primary responsibility for creating and revising courses and academic programs, as well assessing programs' quality and effectiveness. Faculty responsibility for the curriculum applies to all educational programs, wherever located or however delivered.

Proposing and Revising Curriculum

New Academic Programs

All USF academic programs and courses are initiated by the faculty, approved through the faculty governance process, and approved by the administration in compliance with Florida Board of Governors Regulation 8.011[1], Authorization of New Academic Degree Programs and Other Curricular Offerings, and with USF Policy 10-036[2], Authorization of New Degree Programs. Information on the relationship of the curriculum to the mission and goals of institution is available in *Federal Requirement 4.2 (Program Curriculum)*.

Consonant with USF's New Academic Degree Program Authorization Procedures[3] and the Office of Graduate Studies' New Degree Program Development[4], approval of new academic programs begins with a proposal initiated by the faculty and reviewed and approved by the faculty within an academic unit. In Phase I of the Process[5], faculty and departments develop a pre-proposal, which is then approved through multiple levels, culminating in approval by the Board of Governors (BOG) as part of the USF Annual Work Plan. Faculty review in Phase 1 starts with departmental and college faculty committees and moves on to either the Faculty Senate Undergraduate Council[6] or the Faculty Senate Graduate Council[7]. These councils are standing bodies of the USF Faculty Senate (Const. Fac. USF, 2010, art. II, sec. a & art. IV, sec. a 2[8]), which is the primary faculty advisory body to USF. For examples of the deliberation of these bodies, see Undergraduate Council Meeting Agenda, Sept. 9, 2013[9]; Undergraduate Council Meeting Minutes, Sept. 9, 2013[10]; New Undergraduate Program Proposal, BS Behavioral Healthcare[11]; and Graduate Council, Curriculum Meeting Agenda, Sept. 9, 2013[12]; Graduate Council, Curriculum Meeting Report, Sept. 9, 2013[13]; Request to Offer New Degree Program, MS in Child & Adolescent Behavior Health[14]).

In Phase 2 of the process,[15] faculty develop a full proposal that is submitted for approval by the USF Board of Trustees (BOT) and, in the case of doctoral programs, further approval by the Florida BOG. Full proposals are prepared according to the format required by the BOG/State University System (SUS) using a template (Req. Offer New Degr. Prog., BOG[16]) furnished by the Office of Institutional Effectiveness, Academic Planning and Review. The USF System Academic Program and Policy Coordinating Committee and the Academics and Campus Environment Council[17] review and approve full proposals for forwarding to the Academics and Campus Environment Workgroup[18] (Acad. Campus Evrmt. Wkgrp. Mtg. Agenda, Mar. 7, 2013, Prog. Appr.[19]; Acad. Campus Evrmt. Wkgrp. Mtg. Mins., Mar. 7, 2013, Prog. Appr.[20]) of the USF Board of Trustees (BOT Members[21]) (e.g., BOT Mtg. Agenda, Mar. 21, 2013, Appr. Prop. PhD Prog. Integ. Bio.[22]; BOT Mtg. Mins., Mar. 21, 2013, Appr. Prop. PhD Prog. Integ. Bio.[23]). All of these bodies have members who are faculty.

The academic program approval process is described in full in *Comprehensive Standard 3.4.1 (Academic Program Approval)*.

New Courses

Review and approval of new courses follow a similar procedure. Faculty submit New Undergraduate Course Proposals[24] online through the Office of Undergraduate Studies. Similarly, faculty submit New Graduate Courses Proposals[25] through the Office of Graduate Studies. All courses are reviewed and approved first through faculty governance processes by faculty committees and administrators within departments and colleges and then by one of the Faculty Senate's councils, the Undergraduate Council or Graduate Council. The relevant council then forwards proposals[26] for all approved courses to the Florida BOG for registration in the Statewide Course Numbering System[27] (SCNS). Information on determining the amount and level of credit awarded for courses is provided in *Comprehensive Standard 3.4.6 (Practices for Awarding Credit)*.

Online Programs

When USF programs are converted to an online format by "outside experts," USF faculty remain in control of the curriculum. Within USF Health, only the Morsani College of Medicine offers distance education in collaboration with an outside vendor, Bisk Education, Inc. As stipulated in the Agreement between Bisk Education, Inc., and the USF BOT[28] (sec. 2.1, p. 3; sec. 3.3, p. 4), USF faculty/instructors work alongside Bisk Education staff to oversee the design, development, and content of online courses for the MS in Health Informatics program. Within USF Academic Affairs, USF faculty/instructors and the Innovative Education instructional design team oversee course design and development using the Process for Evaluating Vendor Provided Materials and Instructional Design[29] and the Quality Matters Rubric Standards[30]. Information on quality of educational programs offered through contractual agreements is available in *Comprehensive Standard 3.4.7 (Consortial Relationships/Contractual Agreements)*.

Ensuring Program Quality and Effectiveness

During academic program and course approval processes, USF faculty ensure that proposed programs and courses will be current and relevant in the field or discipline; will be taught by appropriately qualified faculty; and, will meet University and professional standards. New courses must be interconnected though not unduly duplicative (see Concurrence[31] policy) across academic units; and new programs must present a coherent course of study. Proposal forms require faculty to specify objectives and learning outcomes for both undergraduate[32] and graduate[33] courses; as well as quality indicators[34], including internal and external program reviews and accreditation visits.

After new courses and programs are implemented, USF ensures quality through periodic review. Florida BOG Regulation 8.015[35], Academic Program Review, and USF Policy 10-062[36], Academic Program Review and Specialized Accreditation, require review of all academic degree programs at least once every seven years. The Procedures for Academic Program Review[37] begin with a self study[38] by program faculty (e.g., Program Review, Department of Sociology[39]).

In its program reviews, USF complies with Florida BOG Regulation 8.016[40], Student Learning Outcomes Assessment, which requires all baccalaureate programs to use "program evaluation systems" to evaluate the program and to use the evaluation results to "improve student learning and program effectiveness." During the program review process, faculty within each academic program are responsible for defining clear, measurable learning outcomes for students in the program; identifying and implementing measures that assess whether their students attain those outcomes; analyzing the data gathered through the assessment measures for information relevant to the program; and using the resulting information as the basis for improvements in the academic program. *Comprehensive Standard 3.3.1.1 (Institutional Effectiveness: Educational Programs)* provides information on the assessment of academic programs.

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

Compliance Status: Compliant

The University of South Florida (USF) assigns responsibility for program coordination, curriculum development, and review of the curriculum to academically qualified program coordinators (department chairs/directors). The included supporting documentation shows that all program coordinators have appropriate teaching, advising, and curricular experience and terminal degrees in an appropriate discipline (e.g., PhD, EdD, MD, JD, MSW, MFA). A detailed roster of undergraduate and graduate program chairs/directors,[1] along with their curriculum vitae, supports this assertion.

Responsibility for Program Coordination

USF has a variety of models for program coordination at the undergraduate level, generally dependent on department size. In small departments, responsibility for program coordination normally resides with the department chair. In larger departments, senior faculty members typically serve as program directors/chairs, assisted by other faculty and staff. In other cases, associate or assistant chairs/directors have special responsibility for specific aspects of the department's undergraduate or graduate programs. Further, responsibility for a department's graduate programs is normally assigned to tenured faculty members at the rank of associate professor or above.

In departments with significant service course loads or general education responsibilities, a faculty member may be assigned specifically to coordinate this aspect of the department's work. An example of this arrangement would be the First-Year Composition (FYC) program in the English Department, where a senior faculty member[2] in the Department supervises the instructors who teach in the program and also monitors the curriculum. Degree programs that do not reside within a single department generally assign responsibility for program coordination to a faculty committee. An example of this is USF's Bachelor of General Studies Program[3].

The Offices of Undergraduate Studies and Graduate Studies have processes in place to ensure that all faculty with program coordination responsibilities are kept informed about state- and university-level policies, procedures, calendars, and reporting requirements. For example, relevant changes to policies and procedures are regularly provided by representatives from Undergraduate Studies (typically Dean Sullins or Associate Dean Moore) to the Council on Academic Advising[4] (Agenda, Nov. 6, 2013[5]), Associate Deans Council[6] (Agenda, Feb. 12, 2014[7]), and the Council of Deans[8] (Agenda, Jan. 17, 2014[9]). Graduate Studies holds two meetings per semester with program chairs/directors and monthly meetings with the college associate deans. In addition, the USF Provost and Executive Vice President holds regular meetings with the chairs/directors of academic programs.

Responsibility for Curriculum Development and Review

Curriculum development and review are the responsibility of the faculty collectively rather than a task assigned to an individual. Each department and college has a formal curriculum and/or program committee. In small departments, this may be a committee of the whole. All colleges and many departments have governance documents that spell out the committee structure and composition, for example, the College of Arts and Sciences[10], (USF's largest and most disciplinarily diverse college) and the professional colleges of Education[11] and Medicine[12].

Oversight of curriculum development at the university level is provided by the Undergraduate Council[13] (Agenda, Feb. 3, 2014[14]) and the Graduate Council[15] (Agenda, Nov. 4, 2013[16]), which are responsible for reviewing and approving all curriculum changes and new course proposals. At the program level, the academic program review[17] and assessment processes (e.g., required Academic Learning Compacts[18]) are mechanisms for evaluating program effectiveness, program coordination, and curricular change. Furthermore, the Academic Assessment Council[19] provides oversight of and guidance for academic coordinators regarding assessment of the efficacy of curricular programs. Many of USF's professional programs are also subject to review for purposes of specialized accreditation[20].

3.4.12 The institution's use of technology enhances student learning and is appropriate for meeting the objectives of its programs. Students have access to and training in the use of technology. (Technology use)

Compliance Status: Compliant

USF Information Technology (USF IT) and USF Health Information Systems (IS)

The University of South Florida (USF) Information Technology (IT)[1] department provides faculty and students with the technology systems, services, and expertise to fulfill the teaching and research mission of the University. The first of USF's IT strategic goals[2] is to enhance

student success by providing "anywhere, anytime" access to 21st-century learning tools and resources that students and faculty require to succeed; to this end, USF's technology supports all USF courses, regardless of mode of delivery, and all USF students. Examples include a single learning management system (About Canvas[3]) and OASIS, USF's course enrollment management system[4]. Utilizing technology to support all USF courses and students provides students in face-to-face, hybrid, and/or online courses with similar course and administrative tools, as well as high bandwidth and robust accessibility.

USF IT governance, guided by IT strategic goals[2], is a structure of processes that govern investment decisions, client relationships, project management, and other important IT operational areas. Three bodies guide IT governance processes and assure that USF's technology supports course objectives and enhances student learning. These bodies include the IT Governance Information Technology Management Council[5] (chaired by the USF System Vice President for Information Technology), USF System Technology Standards Board[6], and the USF System Student Technology Advisory Council[7]. In addition, other advisory councils have been established to inform USF IT on academic requirements, assist with technology evaluations, and provide feedback on services, products, and support. These include the Research Computing Advisory Committee[8] and the Faculty Senate Council on Technology for Instruction and Research (CTIR)[9].

Similarly, USF Health's Information Systems (IS)[10] is committed to providing and supporting the highest quality technology-based services for students. The USF Health IS Governance Committee[11] develops sound policy for the management of technology; addresses the needs of academic, administrative, and research users of technology within USF Health; and provides ongoing planning for technology needs. The IS Governance Committee is made up of representatives from all USF Health colleges and individuals from the various units within IS. Decisions regarding priorities, projects, and educational improvements are collaboratively decided, based on the needs of stakeholder groups.

Additional information on student and academic support services and their assessment are provided in *Core Requirement 2.10 (Student Support Services), Comprehensive Standard 3.4.9 (Academic Support Services)*, and *Comprehensive Standard 3.3.1.3 (Institutional Effectiveness: Academic and Student Support Services).*

Student Technology Fee

Florida Statute 1009.24(13)[12] provides for a Student Technology Fee[13] "of up to 5 percent of the tuition per credit hour" for enhancing instructional technology resources for students and faculty .

The USF Board of Trustees (BOT) approved the technology fee at 5% of tuition, beginning Fall 2009. Twenty-five percent of the fee revenue goes directly to USF system-wide initiatives; the balance is distributed among the three USF separately accredited institutions and USF Health, proportional to the amount generated.

To date, revenues from the technology fee have been used for a number of technology projects: expanding the wireless Internet; increasing single sign-on for USF accounts; creating the Virtual Apps Gateway; and enriching the classrooms with state-of-the-art technology.   USF students, faculty, and staff propose projects that are designed to improve the student technology

experience. Project proposals are submitted and approved annually. The Evaluation Process for Student Technology Fee Proposals[14] is described on the IT website. T he Student Technology Advisory Committee (STAC), the Council for Technology in Instruction and Research (CTIR), the Chief Information Officer, and the University Technology Standards Board (CIO/USTB) review and prioritize a ll proposals. The System Vice President of Information Technology is charged with reporting and tracking the use of the fee. As of Fall 2013, more than 59 projects have been approved and implemented, and over $17 million has been awarded in project funding. Approved project proposals[15] are listed on the USF IT website.

USF Tampa IT and USF Health IS Network Infrastructure

USF has a computer network that covers most of the campus; nearly all buildings have fiber optic cable into wiring centers to allow for high-speed connections to the redundant, double-starred 10 gigabit-per-second campus backbone. Information Technology maintains the University high-speed network with Internet, Internet2, National Lambda Rail, and Florida Lambda Rail connections. In addition to wired services, students and faculty also have access to Wi-Fi or wireless services in nearly all academic buildings and many outdoor spaces. Faculty and students can use Wi-Fi-compatible devices anywhere service is provided.

USF Health IS currently runs its network infrastructure on a dual 10 gigabyte connection to the Internet, which provides high bandwidth connections to distance education courses and material. Students have access to recordings of many of their lectures for review outside of the classroom environment. This is enabled through the secure, remote access capabilities provided by USF Health IS that enable students to connect to the internal resources using their USF Health account 24 hours a day, seven days a week.

Teaching and Learning Systems and Services for Students and Faculty

Learning Management System (Canvas)

USF's learning management system, Canvas[3], is the platform through which USF students access course materials, communicate with instructors, and access other instructional tools. Supporting the delivery of face-to-face, hybrid, and online courses, Canvas is a cloud-based, open-source platform that provides a modern and flexible online teaching and learning environment and offers features important for student success, such as assessment, learning analytics, collaboration tools, and access via most mobile devices. In addition, USF also has an unlimited seat license to Blackboard Collaborate for live virtual classroom sessions.

MyUSF

MyUSF[16] is the single sign-on portal that allows students, faculty, and staff to access Canvas as well as business systems including GEMS, FAST, and OASIS, all in one place. Canvas is a collection of online services and includes automatic electronic course space for all sections

of every class, customized distribution of licensed software, and real-time information regarding available seats in the Open Use Computer Labs. Email can be accessed from MyUSF. The portal also provides virtual workspace for departments and individual workgroups to share and collaborate on various projects.

Research Computing

Research Computing[17], a department within USF IT, was established to promote the availability of high-performance computing resources essential to effective instruction and research at USF. Research Computing supports software tools, high-performance computer hardware, and training for both faculty and students.

The Information Technology division of Research Computing provides access to 423 computer nodes with a total of 4,296 processors. The current aggregated amount of memory on the cluster is 2.5 terabytes (TB). Research computing also provides access to a Lustre File System totaling 242 TB and a secondary file system totaling 100 TB for traditional storage needs. Research Computing also actively maintains over 100 scientific software packages.

USF Virtual Application Gateway

More than 80 software packages are available via the virtual application gateway. This online portal allows students free access at any time to this software from most devices, including iPads/tablets, smartphones, PCs, and laptops.

File Storage

UStoreFiles[18], a virtual file service, helps students track their assignments. Students can store their files on one central file location and access it from different locations, including many computer labs, the USF Application Portal, and a personal computer. UStoreFiles provides 4 gigabyte (GB) of memory.

Scholar Commons and GIS Support

Scholar Commons[19], an institutional repository provided to the University community by USF Libraries since 2010, facilitates the digital preservation and accessibility to scholarly works produced by faculty and students. Scholar Commons uses a Berkeley Electronic Press platform that features a multi-tiered disaster recovery plan utilizing fail-over servers and regular on-site and off-site backups. Faculty members use this platform to store and access research publications, documents, curricula vitae, and other research output. Scholar Commons also provides access to conference materials, open-access textbooks, department/unit publications, digital collections, faculty publications, and student publications. Digital theses and dissertations produced by USF students during 2003-10 made up the first significant deposit into Scholar Commons in February of 2011. Full-text downloads from Scholar Commons have risen from 61 in 2007 to over a million in 2013; daily visits to the site often reach over 1,000. USF Scholar Commons is ranked 230 out of 1,650 world repositories.

USF Libraries' Geoportal and Data Repository[20] (launched March 2011) is a repository for geospatial and other data with associated metadata for discovery. USF Libraries supports collaboration among students and faculty who are engaged in research on issues

surrounding environmental sustainability. USF Libraries also administers the system-wide ESRI Higher Education Site License, coordinates GIS technical support, distributes the ArcGIS software suite, and provides access to free online instruction courses.

Facilities

Computer labs

USF students have access to 1,500 computers in both centrally managed open-access and departmentally supported computer labs[21]. The large, general-access computer labs contain more than 80 software packages including Microsoft Office, statistical packages, and design and graphics software. Students can also obtain most lab software titles remotely via the virtual application gateway. One of the largest open-use labs is located in the USF Libraries' Learning Commons[22] and provides access to over 120 desktop computer stations with easy access to the IT Help Desk. Printing in the labs has been made easy and inexpensive through a USF IT partnership with Student Government. Students are given an allotment of $2.50 per day for on-campus printing.

In Fall 2012, USF invested in the development of the SMART Lab[23], a 350-seat computer lab on the second floor of the Tampa Library. This initiative was undertaken in an effort to redesign undergraduate math courses using active learning techniques and best practices in teaching with technology. When not in use for math courses, students use the computer workstations to access software packages and library and Internet resources.

The Advanced Visualization Center[24] (AVC) is an educational facility supported by advanced technology. The AVC maintains two areas: the Visualization Auditorium, equipped with an ultra large, high-resolution display wall, and the Visualization Lab, containing several group workstations and an instructor station. Faculty and students have access to the AVC's digital video library and inventory of software tools and templates to develop visualizations for their courses.

Technology labs within colleges serve the specialized needs of academic programs. These include the iTeach Lounge[25] within the College of Education and the Visual Resources Center[26] within the College of the Arts.

Library Extended Learning Commons and Study Rooms

In Fall 2012, the expansion of the Learning Commons on the second floor of the Tampa Library included increased seating and renovated study rooms and learning spaces. During the last academic year, the expanded Learning Commons became the new study area of choice for students coming to the Tampa Library. In addition to new furnishings, this area provides access to 13 high-tech collaboration stations equipped with large digital screens. Usage of these stations has doubled as more students incorporate technology into their group study sessions. At these stations, students also watch videotaped lectures, create presentations, and study chemical structures on the digital screens. The area, which seats over 300 students, reached capacity at least three times during the last three weeks of the Fall 2012 and Spring 2013 semesters. Average use of the space during these semesters ranged from 150 to 180

students. Clearly both STEM and non-STEM students are taking advantage of the new learning space and technology.

Digital Learning Studio

In Fall 2013, the Tampa Library opened its doors to a new student computer lab, the Digital Learning Studio[27] (DLS), located within the second-floor Library Learning Commons. Funded by Student Technology Fee funds and operated by Library staff, the studio is a multimedia production area that provides equipment, instruction, space, and assistance to all USF students. Staffed by a librarian/instructional technologist and highly trained student assistants, the studio is a place where students learn how to create digital objects (e.g., videos, audio recordings, graphics, animations) to enhance their research projects. During its first semester, the DLS staff worked with faculty and students from various departments, including World Languages, English, Chemistry, Dance, and History. Assessment of the impact of the DLS on student academic success is ongoing as data are collected on usage and feedback is gathered from students and faculty.

Classroom Technology & AV Services

The Educational Technologies division of USF IT maintains and equips open-use classrooms. All 180 general-use classrooms are outfitted with high-definition displays and digital technologies, including computers, media players, and interactive pen displays. These rooms contain high-speed Internet access, including wireless services to support connectivity to mobile devices such as tablets, smartphones, and laptops.

More than one-third of open-use classrooms are additionally equipped with capture technology that records class sessions for student review. Captured class sessions are accessible online through Canvas.

Twenty-one classrooms and conference rooms are equipped with videoconferencing technology that supports real-time audio and video collaboration between USF programs and partnering locations across the nation and around the world for instruction, research, and the delivery of distance education.

For classrooms without installed technology or to support supplemental technology requirements, faculty can check out audiovisual equipment or have it delivered to classrooms. Digital projectors, laptops, microphones, digital camcorders, etc. are available as part of a large circulating inventory.

Center for Advanced Medical Learning and Simulation

In 2012, USF Health opened the Center for Advanced Medical Learning and Simulation[28] (CAMLS). CAMLS[29] is a 90,000 sq. ft., state-of-the-art, three-story facility that offers innovative health professional education and training with measurable outcomes to individuals and teams. At CAMLS, faculty move the latest advances in healthcare into practice, using simulation technology, aviation science, team training, and evidence-based best practices.

USF Health

 USF Health has five concurrent licenses for an external Web conferencing application that includes voice, collaboration, and video for exclusive external communications with outside entities. Thirty classrooms and conference rooms with varying capacities are equipped with traditional IP-based H.323 video conferencing units throughout the USF College of Medicine campus and distributed clinical facilities. Also, 12 Group Learning classrooms equipped with cameras and microphones allow small groups of students to interact and participate in group-based distance learning and evaluations, supported by our software-based mobile video conferencing application. The USF Health Video Conferencing infrastructure includes a video bridge for hosting multi-point video conferencing calls. With 24 ports, the bridge can host up to 12 participants in a single call and any combination of participants within the limits of the 24-port bridge and the maximum of 12 participants per call. USF's video communications technology is more than adequate to support distance education. The infrastructure and platform are scalable and are on par with current technology industry standards.

All USF Health users have access to internal desktop collaboration, instant messaging, and desktop video conferencing via Microsoft Office Communicator for exclusive internal communications. Users in distributed locations may participate as long as the network domain has been extended to those facilities. All College of Medicine "MD SELECT" (Scholarly Excellence. Leadership Experience. Collaborative Training) students who are based outside of the state of Florida for part of their program are assigned an individual license to the software-based mobile video conferencing application for secure video conferencing and collaboration on their mobile and personal computing devices. The College of Medicine's Office of Educational Affairs has 50 additional software-based end point licenses for faculty and administration and their mobile and personal computing devices.

USF Health IS delivers workshops and faculty development sessions on a variety of topics related to instructional development and web-based delivery of curriculum. Licenses to Blackboard Collaborate, Panopto, ExamSoft, Qualtrics, and Turning Point assist faculty in the development, delivery, and assessment of courses.

Access to and Training in the Use of Technology

USF IT, USF Health IS, and USF Libraries assist students with the access to, and training in, technology (information systems, software, etc.).

IT Helpdesk

The IT Help Desk[30] on the first floor of the Tampa Library Learning Commons offers help services face to face and via phone, Internet, or email. The Help Desk provides support and just-in-time training for USF's learning management system (Canvas), classroom technology, email accounts, and connecting remotely to USF systems, applications, and library databases. In addition, the Help Desk serves as the gateway for all IT work orders. Phone support is available 24 hours a day, seven days a week. IT performs random satisfaction surveys when users contact the IT Help Desk. The customer satisfaction rate is 92%.

USF Libraries

Library personnel also provide training in the use of technology as it pertains to access to online information and learning resources using its many gateways, portals, and system platforms. Librarians answer questions online via chat, text, and email through the Ask a Librarian[31] service and in person at the Library Services Desk[32]. The Library Services Desk also has 96 laptops and 20 iPads for student checkout. Library staff members assist students with operating the equipment and connecting to library resources. In addition, online tutorials[33] are easily accessed from the Library's website, explaining how to log in, access the catalog and databases, and use citation management software systems.

To provide all students additional support in technology training, especially distance learners, USF subscribes to the online technology learning platform, Atomic Learning[34]. This platform provides over 50,000 short videos that provide instruction on every aspect of commonly used software (e.g., Microsoft Office, Adobe, Final Cut Pro, WordPress, etc.). A subscription to SmarThinking[35], an online tutoring and writing help service, is funded by the Student Technology Fee.

USF Health

USF Health IS provides students with recommendations for technology purchases prior to starting class. Health IS, collaborating with faculty, guides students in finding the software that will be needed for courses and conducts a standard setup and configuration upon students' arrival to campus. Students are given technical support at no additional charge. USF Health IS employees have created Information Systems How-to Guides[36] to assist students with accessing the technology; when a technician is not available to assist, the guides provide step-by-step instructions on how to use the technologies that are available to students. For certain recommended models of computers, full warranty-based hardware support and replacement are also provided. This service is designed as a one-stop location for all student technology needs and is supported by over 130 IS staff members.

According to the high utilization shown in usage charts in student areas and classrooms, students regularly take advantage of the USF Health wireless network. Students are also very active in small group learning classrooms which are technology enabled; these classrooms are rarely empty during the semester. Many classes are recorded so students can review class lectures as often as necessary. This is a highly used service, and statistics show that the student population regularly watches these courses. Regular IT- IS governance committee meetings with the deans and other educational stakeholders ensure that the technology adequately supports the needs of the students. Through this partnership, the instructors and educational support staff have tested the technology within their courses and have voiced their satisfaction with the support received from Health IS.

In addition, the Center for Advanced Clinical Learning[37] (CACL) within USF Health trains nursing, pharmacy and physical therapy students with high-fidelity simulations to mimic the fast-paced medical environment. The CACL focuses on multi-disciplinary training for beginning clinical/procedures skills and initial team training. The CACL nurtures, teaches, and assesses the undergraduate medical students as its primary learner group. A highly trained and organized group of patients provides extensive training in clinical skill acquisition and assessment. The CACL works closely with USF Health to develop a series of training activities in which students learn to manage patient populations and develop team skills essential for future healthcare careers.

Additional Resources

To assist students with logging into Canvas and navigating the learning management system, the Academy for Teaching and Learning Excellence (ATLE) provides faculty with an introductory video on basic navigation (About Canvas[3]). Additionally, Innovative Education has developed a Get Started Module[38] which is available to all instructors to include within their Canvas course. The Get Started Module provides students with baseline technical expertise and offers a placeholder for faculty members to input course-specific technical expertise.

In collaboration with USF Innovative Education, the Office of Undergraduate Studies developed the online student resource Online Success @ USF[39]. This provides students with preparatory information for succeeding as an online student, accessing technical support services, and accessing tutorial banks/quick-reference guides.

Faculty Access to Technology Training

USF Innovative Education offers a variety of workshops[40]; many were developed collaboratively by the Online Faculty Development (OFD) team in Innovative Education, ATLE, the USF Libraries, and Educational Technologies in USF Information Technology. The departments work together to provide organized training, just-in-time support, and online resources to assist faculty members with understanding the technology specific to their courses.

OFD and IT's Educational Technologies offer workshops and online tools to prepare faculty members to use software that supports the virtual classroom, collaboration, and lecture capture. For example, training on the learning management system, Canvas, is offered in hands-on computer classrooms, small group meetings, or on a one-to-one basis. Advanced Canvas training is provided via the same venues. USF Innovative Education also supports a website specifically for faculty[41] that provides a variety of Canvas training materials, such as online tutorials, handbooks, and links to training modules.

The vendors selected for classroom capture and online collaboration products have developed robust training materials for instructors and students. USF provides links to these resources within Canvas and from the USF Innovative Education Online Faculty Development website (Enhancing Teach. & Lrng. Online, Tech.[42]).

USF Health's Faculty Development Online Training Center[43] supports the development of faculty in its four colleges: the College of Nursing, the College of Pharmacy, the College of Public Health, and the College of Medicine. Development ranges from self-paced modules to useful articles designed to deliver training anywhere, anytime. In addition, within the USF Health colleges, designated personnel[44] are responsible for supporting faculty and students participating in distance education. These departments frequently host technology workshops[45] that thoroughly train faculty on the effective use of the learning management system.

3.5 Undergraduate Educational Programs

3.5.1 The institution identifies college-level general education competencies and the extent to which students have attained them. (General education competencies)

Compliance Status: Compliant

The University of South Florida (USF) identifies college-level general education competencies and the extent to which students have obtained them.

While this narrative provides a thorough treatment of the general-education distribution at the University of South Florida (USF), it must be noted that all institutions in the Florida State University System (SUS) must adhere to Florida Board of Governors Regulation 8.005, General Education Core Course Options[1] which will go into effect in Fall 2015. USF currently meets the these new BOG requirements, and the narrative below is a stable representation of the status of the general-education curriculum.

The University of South Florida's (USF) Foundations of Knowledge and Learning (FKL) Core Curriculum, implemented in Fall 2009, identifies competencies[2] within each area of the General Education (Gen Ed) core. The FKL Core Curriculum presents the knowledge, skills, and understandings that are expected of all individuals who graduate from USF, including transfer students. A description of the core curriculum is published in the Undergraduate Catalog[3] and disseminated on the Office of Undergraduate Studies website through the link to the FKL Core Curriculum[4] requirements and the links on the General Education Council[5] webpages.

Students are required to complete 36 credit hours of Gen Ed coursework and six credit hours of Capstone Learning Experience (formerly Exit) requirements. Engaging students with a diversity of ideas, concepts, and ways of acquiring knowledge is a central feature of the FKL Core Curriculum, in which the Intellectual Strategies[6] of critical thinking and inquiry-based learning are emphasized as requirements in every FKL course. The FKL Core Curriculum's Fourteen Dimensions[7] (Critical Thinking, Inquiry, Scientific Processes, Creative and Interpretive Processes and Experiences, Global Context, Human Historical Context and Process, Environmental Perspectives, Human and Cultural Diversity, Ethical Perspectives, Interrelationships among Disciplines, Written Language Skills, Oral Language Skills, Information Literacy, and Quantitative Literacy) are incorporated in the six core areas of English Composition[8], Fine Arts and Humanities[9], Human and Cultural Diversity in a Global Context[10], Mathematics and Quantitative Reasoning[11], Natural Sciences[12], and Social and Behavioral Sciences[13]. In fulfilling the FKL required coursework, six credits must be completed in Human Historical Context and Process[14] (HHCP) courses.

Students typically complete 36 credit hours of coursework in the core areas during their first 60 hours to satisfy the Gen Ed requirements. Capstone Learning Experience requirements[15] consist of one three-hour Capstone course (CPST) and one three-hour Writing-Intensive course (WRIN), *or* one six-hour Capstone Learning Experience (CLEX). These courses represent an extension of the skills developed in the FKL Core Curriculum and are upper-level (3000 or above) courses that must be taken at USF Tampa.

Some courses are approved for more than one area of the FKL curriculum, but a course can count for only one area. Courses can be counted for both the major and the FKL core

curriculum. Students must receive a minimum grade of C- in each course that is used to fulfill a requirement in the FKL core curriculum, including the Capstone Learning Experience. S/U grades are not acceptable for USF FKL courses. Courses completed satisfactorily and applied to meet the FKL Gen Ed requirements must have an overall GPA of 2.00.

Identification of Core Competencies

For assessment of the FKL Core Curriculum, the General Education Council established Student Learning Outcomes[16]. The outcomes address each of the Core Areas in the FKL Core Curriculum and the dimensions that all students experience as part of this program. The outcomes are assessed as a measure of student learning throughout the program.

Learning Outcome 1: **FKL Dimension - Critical Thinking**

Students will be able to critically evaluate information in light of its logical consistency, evidence, and justification of conclusions, analyze and explain relationships between presented information and concepts; uncover underlying assumptions and arguments, and consider multiple hypotheses and interpretations before formulating opinions.

Learning Outcome 2: **FKL Dimension - Written Language**

Students will produce well-organized, well-developed papers that reflect appropriate use of language to achieve a specific purpose and address a specific audience.

Learning Outcome 3: **FKL Dimension - Creative and Interpretive Processes and Experiences**

Students will be able to explain or demonstrate artistic or human expressions.

Learning Outcome 4: **FKL Dimension - Human and Cultural Diversity**

Students will demonstrate an understanding of the diversity of human experiences.

Learning Outcome 5: **FKL Dimension - Global Perspective**

Students will demonstrate an understanding of the complexity and dynamic nature of local and global processes (e.g., social, political, economic systems).

Learning Outcome 6: **FKL Dimension - Quantitative Reasoning**

Students demonstrate an ability to use graphical, symbolic, and numerical methods to analyze, organize, and interpret natural phenomena.

Learning Outcome 7: **FKL Dimension - Scientific Reasoning**

Students will demonstrate an understanding of the scientific process, including hypothesis formulation and testing, identifying relevant variables, and evaluating the appropriateness of research designs.

Learning Outcome 8: **FKL Dimension - Human Historical Context and Processes**

Students will demonstrate the ability to describe historical events and multiple interpretations of historical events using arguments supported by appropriate historical evidence.

Assessing Student Attainment of College-level Competencies

Critical to the success of the FKL program, faculty participation from each of the core areas was emphasized in all phases of the planning and implementation of the student learning outcomes assessment. The Office of Undergraduate Studies in coordination with the General Education Council appointed a Faculty Assessment Coordinator[17] (FAC) for each core area. The FACs were assigned to specific dimensions (learning outcomes) to assist with designing and carrying out assessment strategies based on approved methods. More specifically, FACs were responsible for working with faculty to collect assessments from a sample of the FKL classes that included information and assignments addressing the particular learning outcome. Assessment data resulted from both direct and indirect measures, including standardized tests and course-embedded assessments using rubric-based instruments. The Office of Institutional Effectiveness, Academic Planning and Review (OIE) analyzed all data collected by the FACs. The results of the assessments were presented by OIE to the General Education Council, which assisted in defining the actions that would be taken based upon assessment results. In Fall 2010, OIE published a detailed summary report of the results from the assessment of the FKL Core Curriculum, "Assessing General Education: Fifth Year Report on the Quality Enhancement Plan and General Education[18]." Since the publication of this report, assessment of the FKL learning outcomes has continued on a rotating basis (Gen Ed Assessment Schedule, 2010-15[19]). Results of the assessments are provided below.

An assessment matrix[20] for Gen Ed organizes all Gen Ed courses and the associated assessment methods and results into dimensions by core area[21]. Each cell of the matrix allows the user to drill down to individual courses for each dimension by core area and provides a link to assessment methods as well as summaries of assessment data and use of the assessment results. The assessment matrix represents ongoing efforts to meld the Gen Ed curriculum with sound assessment methods while providing guidance in sound assessment procedures to faculty considering the development of Gen Ed courses. It also provides guidance in assessment practices to members of the General Education Council in their evaluation of courses for inclusion in the Gen Ed curriculum.

In addition, the state-mandated College Level Academic Skills Test [22](CLAST) provided an objective, external method to ensure competency in the Gen Ed core areas of writing (both composition and editing), reading, and mathematics. At USF, if students did not perform satisfactorily on the examination, they were required to complete preparatory work or courses until the passing scores were earned. The University responded to students' needs by providing

advising, courses, and tutorial services. However, in 2011, the State of Florida discontinued the CLAST/CLAS requirement. Yet another state requirement from the Board of Governors (BOG) Articulation Resolution (Fla. Admin. Code 6A-10.0306A[23], or "Gordon Rule" subsection 6.017) also required that students demonstrate specific proficiencies in Communications and Computation skills. Twelve semester hours of English coursework in Composition and demonstration of college-level writing skills in designated courses are needed to meet the Communications requirement. Six semester hours of mathematics coursework at the level of college algebra or higher, with three of those hours permitted to be from applied logic, statistics, and other computation coursework, are needed to meet the Computation requirement. The Gordon Rule continues as a state-mandated set of requirements that reinforce those college-level competencies also found within the Gen Ed program.

Direct Measures of FKL Dimensions Since the Fifth-Year Report

As stated above, assessment of the FKL learning outcomes has continued on a rotating basis[19]. The results are summarized in this table[24] and further explained in detail below:

Dimension 1: Critical Thinking

Assessment of critical thinking skills was based on the following instruments:

1) My Reviewers (MyR) First Year Composition Rubric:

Subsequent to the Fifth-Year Report, faculty in the Department of English developed the My Reviewers student assessment system. My Reviewers is an e-learning environment and analytic data system that helps reviewers provide useful, explicit feedback on student writing in order to assess and improve writing and critical thinking skills. To conduct the assessments, a First Year Composition Rubric[25] was developed in consultation with OIE staff who assisted in establishing reliability and validity[26]. The composition faculty have used the rubric to measure critical thinking and written language skills since 2009. During that time it has been used by over 80 instructors to assess over 100,000 early, intermediate, and final drafts of student work on a range of projects and genres, from traditional alphabetic essays to multimodal compositions. A published analysis[27] of 10 independent faculty scoring approximately 600 essays showed that their scores were statistically equivalent to the scores provided by the students' classroom teachers on seven of eight rubric measures. The rubric was designed to assess both writing and critical thinking of students. The same students were assessed in English Composition 1101 and English Composition 1102. The results of these assessments[28] showed a significant improvement in critical thinking across projects within English 1101 and 1102 as well as improvement from English 1101 to 1102. All ANOVA results were significant, p>.05. Furthermore, a Tukey's Post Hoc Analyses (Honestly Significant Difference) show the sub-test scores (rubric levels) where specific statistically significant results were found (Fall 2013[29] and Spring 2014[30]). These results are utilized to drive future improvements in this area.

2) California Critical Thinking Skills Test (CCTST):

For the purpose of establishing parallel forms of reliability, the CCTST was administered in Spring 2011 to freshmen and seniors (n = 104).

The California Critical Thinking Skills Test (CCTST) measures critical thinking in five areas:

- Analysis and Interpretation
- Inference
- Evaluation and Explanation
- Deductive Reasoning
- Inductive Reasoning

The CCTST Total Score is established as a valid measure of overall strength in critical thinking (purposeful reflective judgment). To score well overall, the test-taker must excel in the sustained, focused and integrated application of analysis, interpretation, inference, evaluation, explanation, deductive reasoning, and inductive reasoning. This score predicts the capacity for success in educational or workplace contexts demanding reasoned decision-making and problem-solving. The reliability and validity of the CCTST is well documented (CCTST User Manual, sec. 7[31]). Overall, the mean critical thinking score for USF students[32] who took the CCTST was 15.88 (*standard deviation = 4.45)*. While this was slightly lower than that of other four-year institutions nationally *(mean score = 16.71)*, the difference was not statistically significant[33].

Dimension 2: Written Language

Assessment of written language skills was based on the following instruments:

1) My Reviewers (MyR) First Year Composition Rubric:

My Reviewers has been used to assess written language skills at USF since 2009. It is an e-learning environment and analytic data system that provides useful, explicit feedback on student writing in order to assess and improve students' writing ability. The My Reviewers Default Rubric[25] is used by over 80 instructors to assess over 100,000 early, intermediate, and final drafts on a range of projects and genres, from traditional alphabetic essays to multimodal compositions. A published analysis [27]of 10 independent faculty scoring approximately 600 essays showed that their scores were statistically equivalent to the scores provided by the students' classroom teachers on seven of eight rubric measures. Key factors this rubric is designed to measure include *Focus and Organization* of written work as well as the *Use and Integration of Sources* in English Composition 1101 and English Composition 1102. The same students were assessed in English Composition 1101 and English Composition 1102. The results of these assessments[34] showed a significant improvement in student writing across projects within English 1101 and 1102 as well as improvement from English 1101 to 1102. All ANOVA results were significant, p>.05. Furthermore, a Tukey's Post Hoc Analysis (Honestly Significant Difference) show the sub-test scores (rubric levels) where specific statistically significant results were found (Fall 2013[35] and Spring 2014[36]).

As the Post Hoc Analyses indicate, writing and critical thinking improved with each project during each term. While this progress in student performance is laudable, the faculty in the general education program continue to strive for even greater improvement in student learning.

Dimension 3: Creative and Interpretive Processes and Experiences

Assessment of creative and interpretive processes and experiences was based on the following instruments:

Creative and Interpretive Process and Experience (CIPE):

Assessment of the CIPE dimension was centered on courses in the Arts and Humanities using two rubrics: a three-criteria CIPE rubric for Arts courses and a three-criteria CIPE rubric for Humanities courses. A team of faculty members in conjunction with OIE has established face and construct validity and reliability[37] for both rubrics. Holistic mean scores for the two rubrics used in courses approved for the CIPE dimension during Spring 2012 show that students can adequately explain and/or demonstrate artistic and/or human expression as defined in the learning outcome (CIPE Rubrics Results[38]). A mean score comparison[39] for 2009-11 and 2012 terms showed student performance did not differ significantly.

Dimension 4: Human and Cultural Diversity (HCD)

Assessment of human and cultural diversity (HCD) was carried out using a faculty developed two-criteria rubric. A team of faculty from the Departments of Humanities and Social Sciences in conjunction with OIE established face and construct validity and reliability[40] for this rubric. All participating faculty were experienced in teaching courses approved for the relevant dimension. A comparison between scores from Spring 2011 and Spring 2012 showed a statistically significant improvement in students' ability to understand the diversity of human experiences, as measured by this rubric (HCD Results, Sp. 2011 & 12[41]).

Dimension 5: Global Perspective

Global Perspective was assessed using the following instruments:
Assessment was conducted in Spring 2012 using a three-criteria rubric. A team of faculty from departments in the Humanities and Social Sciences in conjunction with OIE established face and construct validity and reliability[42] for the rubric. All participating faculty were experienced in teaching courses approved for this dimension. A comparison between scores from Spring 2010 and Spring 2012 showed a statistically significant improvement in students' ability to understand the complexity and dynamic nature of local and global processes (e.g., social, political, economic systems), as measured by this rubric (Global Perspective Results, Sp. 2011 & 12[43]).

In Spring of 2012 and 2013, the Hett Globalmindedness Scale was administered. This scale consists of 30 statements representing five factors: Responsibility, Cultural Pluralism, Efficacy, Globalcentrism, and Interconnectedness. It is designed to assess student attitudes before and after classroom experiences or participation in study abroad programs. Numerous research studies established face and construct validity and reliability[44] for this scale. A comparison between scores from Spring 2012 and Spring 2013 showed a statistically significant reduction in students' ability to understand the complexity and dynamic nature of local and global processes (Hett Global Scale Results, Sp. 2012 & 13[45]).

Dimension #6: Quantitative Reasoning

Assessment of quantitative reasoning was conducted using the USF Quantitative Reasoning Test, which was administered in Spring of 2012 to Gen Ed courses in the Departments of Sociology and Mathematics. A team of faculty from the Department of Mathematics and Statistics, each of whom has taught courses approved for the quantitative reasoning dimension, established face and construct validity and reliability[46] for this test. A comparison between scores from Spring 2010 and Spring 2012 showed a statistically significant improvement in students' ability to use graphical, symbolic, and numerical methods to analyze, organize, and interpret natural phenomena, as measured by this rubric (USF Quant. Reasoning Test Results, Sp. 2010 & 12[47]).

Dimension #7: Scientific Reasoning

Assessment of the scientific reasoning dimension was conducted the USF Measure of Scientific Reasoning. Two faculty members (one from the Department of Psychology and another from the Department of Geology), each of whom has taught courses approved for the scientific reasoning dimension, examined the use of this test at USF. Principle Axis Analysis revealed that some items were identical and therefore not assisting with item discrimination. The test has been revised for the next administration to eliminate this duplication. Internal consistency was .93. This value met the appropriate criterion for reliability (Cronbach's alpha coefficient = .7). The USF Measure of Scientific Reasoning is being administered in cycles. As such, it was not administered in this assessment cycle and will be included in the next, with meaningful performance targets set for these skills.

Dimension #8: Human Historical Context and Processes (HHCP)

Assessment of the HHCP dimension was conducted in Fall 2011 using a four-criteria HHCP rubric created and calibrated by a team of USF faculty from the Departments of Humanities and Social Sciences. All participating faculty are experienced in teaching courses approved for this dimension. Assessments were administered in courses approved for specific Gen Ed dimensions. Face and Construct validity and reliability[48] were established for the rubric. A comparison between scores from Spring 2010 and Spring 2011 showed a statistically significant reduction in students' ability to describe historical events and multiple interpretations of historical events using arguments supported by appropriate historical evidence (HHCP Results, Sp. 2010 & 11[49]).

Use of Results

From 2009-2013, Faculty Assessment Coordinators (FACs), working with the Office of Undergraduate Studies and the Office of Institutional Effectiveness and were responsible for recruiting faculty to participate in the assessment of general education, collecting the results of those assessments, and forwarding them to the Office of Institutional Effectiveness for analysis. The Office of Institutional Effectiveness then reported the assessment results to the General Education Council (Meeting minutes January, 2012[50]; Meeting minutes April, 2013[51]) and worked with faculty to make program improvements, as needed.

As an example, in 2009, pre- and post-rubric-based assessment of Critical Thinking and Writing in the First Year Composition Program revealed a significant reduction in student scores from ENC 1101 (English Composition I) to ENC 1102 (English Composition II). Based upon this

information, both the rubric used to assess Critical Thinking and Writing and the First Year Composition program were modified to address this reduction. Following these modifications, student scores from ENC 1101 to ENC 1102 have improved.

As another example, assessment of Global Context was conducted using an internally developed rubric from 2010-2012. Although face and construct validity had been established for the rubric and analyses of the data indicated an increase in student scores from 2010-2012, the rubric itself was not deemed robust enough to provide meaningful results due to a ceiling effect. Therefore, in 2012 and 2013, the Hett Globalmindedness Scale was administered. The Office of Institutional Effectiveness reported this and the results of all assessments and modifications made as a result to the General Education Council (Meeting minutes, April, 2013[51]).

Finally, in 2013 the decision was made to form an assessment subcommittee of the General Education Council, which would take on the responsibilities of the Faculty Assessment Coordinators. This change was deemed appropriate because the General Education Council's responsibility for maintaining the general education curriculum should involve assessment (Meeting minutes, November, 2013[52]). Importantly, by "owning" general education assessment, the General Education Council will play an active role in setting targets and reporting the results back to the faculty, that is, "closing the loop."

3.5.2 At least 25 percent of the credit hours required for the degree are earned through instruction offered by the institution awarding the degree. (Institutional credits for a degree)

Compliance Status: Compliant

No less than 25% of the credit hours required for each baccalaureate degree is earned through instruction offered by the University of South Florida (USF.

USF Regulation 3.007(2)(e)[1], Degree Requirements: Baccalaureate/Undergraduate, states that "successful completion of at least 25% of the total credit hours required for the degree must be in courses offered by the USF System Institution conferring the degree." This information is disseminated to undergraduate students through the Undergraduate Catalog[2] and within advising and academic plans for individual degree programs.

To be approved for graduation, USF undergraduates must also fulfill a residency requirement[3] of at least 30 of the last 60 hours of their undergraduate credit in USF courses. Only the dean of the college granting the degree may approve transfer credit for any part of these last 60 hours. Exceptions to this rule are made for students who are enrolled at other universities in approved exchanges, cooperative education programs, and correspondence work from the University of Florida.

Some programs have residency requirements in addition to the institutional minimum of 30 hours. For example, the undergraduate programs in the College of Business[4] require student sto satisfactorily complete at least 50% of required business courses and at least 12-18 credit hours in the major field at USF. In the College of Engineering[5], the minimum number of USF specialization credit hours required as part of the last 30 hours is established by the respective department, but in no case is this less than 18 hours. The College of The Arts[6] requires that a minimum of 50% of the courses required in the major unit be earned in residence and that any

coursework taken outside USF receive prior approval from the school and college in order to apply toward graduation.

When a student applies for graduation, a graduation check is conducted to ensure that the student has met the University residency requirement and any additional college or program requirements, or received a waiver as appropriate. The individual academic dean's office reviews academic records of its students for completion and compliance with all major and/or college or program requirements and appropriate course substitutions for transfer credit applicable to the student's major. Only when the academic dean's office and the Office of the University Registrar complete this process and certify that all requirements are met is the student added to the degree-posting list. Degree audit examples include the following: Mass Communication Degree[7] and Biomedical Sciences Degree[8].

The transcript for the baccalaureate degree identifies all coursework from each institution by academic term consecutively. The name of the institution is listed for each term. The cumulative hours, quantitative points, and GPA from USF are listed separately from those of transfer institutions at the end of the transcript.

3.5.3 The institution publishes requirements for its undergraduate programs, including its general education components. These requirements conform to commonly accepted standards and practices for degree programs. (Undergraduate program requirements)

Compliance Status: Compliant

The University of South Florida (USF) publishes the requirements for its undergraduate programs, including its general education requirements, in the Undergraduate Catalog[1], which is the official record for these policies and requirements. The catalog is available online[2] and updated annually by the Office of Undergraduate Studies. It includes requirements for all undergraduate academic programs clearly stating required, elective, and prerequisite courses for each major (e.g., Baccalaureate Degree, Business Administration[3]). Course requirements for each program are in accordance with common course requirements from the Statewide Course Numbering System (SCNS)[4]. Requirements for the general education program, known as the Foundations of Knowledge and Learning (FKL) Core Curriculum[5], are also included in the catalog and on the Office of Undergraduate Studies website[6].

In addition to the catalog, academic program requirements are available through the Office of Undergraduate Admissions, which maintains a website with a list of Undergraduate Majors[7] and links to Undergraduate Major Descriptions[8]. The descriptions also contain links to specific requirements that are provided on departmental websites (e.g., Communications[9]; Art History[10]; Geology[11]).

Information about undergraduate degree requirements is communicated during the mandatory First-Year Student Orientation[12]. At orientation, trained advisors from each college conduct group academic advising sessions for first-year students and transfer students. Faculty and administrators representing colleges, schools, and departments provide program-specific information.

Commonly Accepted Standards and Practices for Degree Programs

The faculty carries primary responsibility for the initiation, revision, and quality of the curriculum. The rigorous initial approval process in combination with the subsequent systematic review by faculty ensures that the general education and major requirements conform to commonly accepted standards and practices for degree programs. Faculty within the academic unit initiating the creation of a new program[13] are responsible for establishing that it is relevant in the field or discipline, has the appropriate level of rigor, and includes a coherent course of study. *Comprehensive Standard 3.4.1 (Academic Program Approval)* provides a complete description of USF's academic program approval process . Faculty also initiate and review changes to the curriculum to assure that the changes do not negatively affect the quality of the course or program (e.g., Undergraduate Council Agenda, Feb. 24, 2014[14]; Proposed Changes, Chemistry Program[15]; Undergraduate Council Meeting Minutes, Feb. 24, 2014[16]).

Several state regulations also ensure that all programs of study contain an appropriate number of semester hours. Florida BOG Regulation 6.017[17] standardizes the minimum number of credit hours required for each undergraduate degree (120 credit hours). It also standardizes the required credit hours of general education coursework (36 credit hours, spread across the areas of communication, mathematics, natural science, social *science, and humanities), ensuring that it provides a "breadth" component to the undergraduate curriculum. Core Requirement 2.7.1 (Program Length)* and   *Federal Requirement 4.4 (Program Length)* provide complete details on required hours for USF programs. Further, *Core Requirement 2.7.3 (General Education)* and *Comprehensive Standard 3.5.1 (General Education Competencies)* provide additional information on USF's general education program .

A Statewide Articulation Agreement[18] governing the transfer of students from state colleges to the public universities in Florida requires every public institution to adhere to a common set of academic policies and procedures. The agreement ensures uniformity in defining the level of courses, a common course numbering system, and the transferability of credits among Florida public institutions. It also ensures that students satisfying general education requirements at one institution will have satisfied those requirements at another institution.

In accordance with Florida Statute 1007.25[19], the Board of Governors (BOG), in consultation with faculty in each discipline, establishes common program prerequisites for major degree programs, including general education, at every state institution of higher education where that degree program is offered, ensuring uniformity in lower-division requirements for the majors across the state. The Florida SUS Common Prerequisites Counseling Manual[20] contains a complete list of common prerequisites for all baccalaureate programs in the state. Compliance with statewide articulation requirements, including adherence to the common prerequisites for baccalaureate programs, falls under the purview of the University Provost and Executive Vice President and his representative, the Dean of Undergraduate Studies.

All undergraduate programs at USF have designated U.S. Department of Education Classification of Instructional Programs (CIP) codes, as cataloged by the BOG in its Academic Program Inventory[21]. CIP coding ensures that the University's undergraduate programs are aligned with undergraduate programs throughout Florida and other parts of the United States, with a clear progression from introductory survey courses to capstone courses.

BOG Regulation 8.016[22] requires that every degree program create Academic Learning Compacts[23] (ALCs) that identify learning outcomes in the areas of content and discipline knowledge and skills, communication, and critical thinking skills, which students in that program are expected to demonstrate prior to graduation (e.g., Chemist, BA[24]). The regulation also requires that the program outline the methods by which students will be assessed on these skills. *Comprehensive Standard 3.3.1.1 (Institutional Effectiveness: Educational Programs)* provides additional information on student learning outcomes and examples .

BOG Regulation 8.015[25] requires all academic programs to undergo a program review[26] following a seven-year cycle. This process requires a program self-study[27] that includes an analysis of the current state of the program, including support for the continued need and demand for the program, program prerequisites, changes to the curriculum since the last review, the sequence of study, and a description of the required and elective courses.

Many USF programs have received discipline-specific accreditation[28] from agencies that monitor critical aspects of a program, including course requirements, program length, and curriculum structure. The Florida BOG monitors specialized accreditation through an Annual Specialized Accreditation Review[29] submitted by the Office of Institutional Effectiveness.

3.5.4 At least 25 percent of the course hours in each major at the baccalaureate level are taught by faculty members holding an appropriate terminal degree ? usually the earned doctorate or the equivalent of the terminal degree. (Terminal degrees of faculty)

Compliance Status: Compliant

At least 25% of the discipline course hours in each major at the baccalaureate level at the University of South Florida (USF) are taught by faculty members holding an appropriate terminal degree, usually the earned doctorate or the equivalent of the terminal degree (SCH by Faculty with Terminal Degrees, Fall 2013 and Spring 2014[1]). It should be noted that, while the College of Business Accounting program appears to fall below the 25% threshold, this is an artifact of the large introductory courses offered by the program. Although these courses are taken by accounting majors, they are also "service" courses taken by all business majors and students outside the college. In short, accounting majors receive more than 25% of their course hours from faculty with terminal degrees. This can be shown by producing the same table without including the introductory courses[2].

USF Policy 10-115[3], Faculty Credentials for Teaching Undergraduate and Graduate Courses, includes SACSCOC's Guidelines for Credentialing Faculty[4] and stresses the highest degree earned as the primary standard for determining a faculty member's qualifications for teaching courses in a given discipline (Faculty with Terminal Degrees Teaching in Spring 2014[5]). At the undergraduate level, USF places emphasis on the terminal degree. However, instructors with a master's degree or 18 hours of graduate coursework relevant to the course being taught can be credentialed. Although academic credentials are the primary means by which faculty competence is determined, occasionally an instructor's professional experience and research activity may also be used to justify their teaching assignment. Graduate teaching assistants may teach undergraduate courses, provided they have 18 hours of graduate coursework relevant to the course being taught and are under the supervision of a full-time faculty member.

The emphasis on terminally degreed faculty is evident in the general education program[6] where more than 60% of student credit hours are produced by faculty with terminial degrees. While USF does not offer any fully-online undergradute programs, more than 60% of the online course SCH[7] is produced by terminally degreed faculty. In addition, USF offers one undergraduate degree at an off-campus site in Lima, Peru[8] where more than 85% of the SCH is taught by terminally degreed faculty.

To strengthen the credentialing process, all academic departments at USF have established "Credentialing Statements" that define what is considered a terminal degree in the specific discipline (e.g., Department of Physics.[9]; Department of Marketing[10]; Department of Educational Measurement and Research[11]). These statements, along with USF's Procedures for the Credentialing of Teaching Faculty[12] are employed in determining the courses a faculty member is qualified to teach.

Further details on faculty qualification at USF are presented in *Comprehensive Standard 3.7.1 (Faculty Competence)*.

3.6 Graduate and Post-Baccalaureate Professional Programs

3.6.1 The institution's post-baccalaureate professional degree programs, master's and doctoral degree programs, are progressively more advanced in academic content than its undergraduate programs. (Post-baccalaureate program rigor)

Compliance Status: Compliant

The University of South Florida's (USF) post-baccalaureate professional, master's, and doctoral degree programs are progressively more advanced than its undergraduate programs.

Overview

Traditionally, graduate study differs from undergraduate work in substantial ways. Undergraduate study typically requires less analysis, interpretation, and original inquiry than what is expected in graduate programs. While undergraduate courses are often delivered in lecture formats, the staple format of most graduate programs is the seminar. The word "seminar" implies an interchange of opinion, information, and ideas. Seminars encourage informed dialog and debate. Faculty in graduate programs organize, guide, and evaluate seminar members--and faculty participate as members of the seminar. Student presentations and discussions are the norm.

Many undergraduate programs involve a structured, highly directed path to a degree, whereas graduate students receive greater latitude in stating their academic goals and in developing a plan in conjunction with their advisor and, where applicable, their thesis/dissertation committee, including a selection of courses best designed for effectively accomplishing those goals. For many undergraduate students, their academic endeavors focus primarily on learning the

fundamentals of their craft. Graduate students are expected to go beyond the specific course assignments in exploring topics, issues, and problems. Furthermore, graduate study calls for reflection, introspection, and deeper understanding. Ideally, graduate study is a time of satisfying, rewarding discovery for students and their faculty mentors.

USF's Criminology Program is a typical example of the progressive increase in academic requirements and expectations. The program offers a Criminology BA[1], a Master's Program[2], and a Doctoral Program[3], each of which involves increasing academic rigor and an increase in the research expectations of the students. Furthermore, where programs offer cross-listed courses in which both undergraduate and graduate students enroll, the syllabi (e.g., Department of Geology[4]) document the additional academic work expected of graduate students.

Graduate Program Objectives

Participation in a master's-level degree program presupposes a foundation of general knowledge and skills in a discipline appropriate to the successful completion of an undergraduate degree. Master's degree programs at USF are designed to provide the knowledge and skills necessary to pursue careers in which the master's degree is a requirement, to provide advanced training that is useful for career advancement, and to prepare students for entrance into doctoral programs (e.g., Master's, Accountancy[5]; Masters, Applied Anthropology[6]; Masters, Civil Engineering[7]). Learning at the master's level is discipline specific and provides in-depth, advanced training and, in cases where a thesis is required, provides an introduction to advanced research.

As detailed in the Graduate Catalog[8], USF Regulation 3.009[9] requires that, of the minimum of 30 hours required for a master's degree, at least 16 hours must be at the 6000 level. In addition, at least 20 hours must be in formal, regularly scheduled course work, 10 hours of which must be at the 6000 level. Although master's students may take up to six hours of 4000-level courses as part of a planned degree program, the intent is that the vast majority of course work for any USF master's degree will be in courses clearly differentiated as graduate level. Florida Administrative Code 6A-10.24(13)[10] states that all postsecondary courses offered for college credit shall be entered in the Statewide Course Numbering System (SCNS). "Each course shall be assigned a single prefix and a single identifying number in the course numbering system." At USF, this language has been interpreted to imply that cross-listed graduate and undergraduate courses contain different requirements relative to those different levels. It is also expected that graduate courses offered at the different levels (5000, 6000, 7000)[11] will demonstrate "different depth and breadth of the subject matter as reflected in the course requirements."

Doctoral degrees at USF provide a greater depth of study generally within a further refined specialization within a discipline. They also involve training the student to conduct independent research in the field (e.g., Music[12]; Cancer Biology.[13]; Applied Anthropology[14]). Doctorates are granted in recognition of high attainment in a specific field of knowledge. The Graduate Catalog contains the University's statement on the nature of doctoral study,[15] which differentiates it from both master's and undergraduate study: "It is a research degree and is not conferred solely upon the earning of credit, the completion of courses, or the acquiring of a number of terms of residency, but also the successful completion of scholarly work. . . . The degree will be granted after the student has shown proficiency and distinctive achievement in a specified field, has demonstrated the ability to do original, independent investigation, and has

presented these findings with a high degree of literary skill in a dissertation" or other approved assessment.

The advanced academic content of USF's graduate programs is demonstrated by Graduate Degree Program Culminating Experiences[16] required of students in post-baccalaureate degree programs.

Monitoring Content and Level of Academic Programs

Academic Program Approval

New academic degree programs at USF are established through a systematic approval process[17] that helps ensure that graduate programs represent higher levels of academic rigor and that doctoral programs are more academically advanced than master's programs (e.g., New Program, School of Physical Therapy and Rehabilitation Sciences[18].) As shown in the guidelines, all actions for the development and implementation of new degree programs emanate from the faculty. In addition to departmental and college committees, the Graduate Council[19] (a faculty group) reviews and approves all proposals for new master's and doctoral degree programs. Doctoral programs include an additional review by the Florida Board of Governors (BOG), which has authority for approving new doctoral programs within the State University System (SUS). As part of the BOG review process, one or more external experts in the discipline also review new program proposals; the external reviewer frequently conducts a site visit as part of the proposal evaluation. *Comprehensive Standard 3.4.1 (Academic Program Approval)* provides a detailed description of USF's program approval process. In addition to the development and approval of new degree programs, the monitoring of academic content, quality, and level of academic programs is the responsibility of the faculty within their respective departments/programs with any significant changes requiring review and approval by faculty committees and the Graduate Council.

Academic Program Review

BOG Regulation 8.015[20] requires all academic programs to undergo a rigorous Academic Program Review following a seven-year cycle. This Academic Program Review process[21] requires a Program Review Self Study[22] that includes an analysis of the current state of the program, including support for the continued need and demand for the program, program prerequisites, changes to the curriculum since the last review, the sequence of study, and a description of the required and elective courses. The program review process is demonstrated in the review of the Department of Sociology in the College of Arts and Sciences. This program review covers programs at the bachelor's, master's and doctoral level (Department of Sociology[23]; Dean's Review[24], and External Reviewer's[25] Report[25]). In addition to the BOG-required program review, the Graduate Council has implemented a three year program review[26] for newly approved programs. This review focuses on the program's initial targets and accomplishments since implementation. A standard form, developed by Graduate Council, is provided to programs to complete, with the final review presented at a Council meeting. The final review documentation is then provided to the program, college dean, and Dean of Graduate Studies (e.g., Third-Year Graduate Degree Program Review[27]).

Specialized Accreditation

Many USF graduate programs are also subject to periodic peer review as part of receiving or renewing discipline specific accreditation[28] from external accrediting agencies. These reviews monitor critical aspects of a program, including course requirements, program length, and curriculum structure. Specialized accreditation at USF is monitored by the Florida BOG through an Annual Specialized Accreditation Review[29] report submitted by the Office of Institutional Effectiveness.

Prerequisites and Performance Standards for Admissions

The University has minimum admission requirements[30] (e.g. Bachelor's Degree required, minimum 3.0 GPA requirement, etc.) which are posted in the *USF Graduate Catalog*. In addition, Graduate Programs may have more stringent requirements or specific performance standards for admissions (e.g., higher minimum GPA requirement, Standardized tests such as the GRE, etc.), which are also posted in the Graduate Catalog in the corresponding section for that program (e.g., Marine Science (MS)[31], Applied Behavior Analysis (Ph.D.[32]))   The individual graduate programs determine the prerequisites required for admission to their program*s* (e.g., Bioinformatics and Computational Biology (MSBCB)[33]).

Professional Programs within USF Health

Programs that reside within USF Health have established procedures for ensuring quality and rigor. In the case of the Doctor of Physical Therapy program, the School of Physical Therapy and Rehabilitation Sciences Curriculum Committee continuously monitors the curriculum and oversees any changes with annual reports to the College of Medicine's Curriculum Committee[34]**.** Additionally, during reaccreditation reviews, the Commission on Accreditation of Physical Therapist Education[35] (CAPTE) evaluates the curriculum in light of the mission of the School and the norms of the field of study nationally. All recommendations by CAPTE regarding changes to update the curriculum are forwarded to the Dean for appropriate action by the faculty and School Curriculum Committee.

In the case of the Doctor of Medicine program, the College of Medicine's Curriculum Committee[34] continuously monitors the curriculum and oversees any changes. Additionally, during reaccreditation reviews, the Liaison Committee on Medical Education[36] (LCME) evaluates the curriculum in light of the mission of the College and the norms of the field of study nationally. All recommendations by the LCME regarding changes to update the curriculum are forwarded to the Dean for appropriate action by the faculty and Curriculum Committee.

The College of Pharmacy Curriculum Committee continuously monitors the curriculum and oversees any changes, with annual reports to the Dean. The College of Pharmacy provides accreditation reports to the Accreditation Council for Pharmacy Education[37] (ACPE) , which evaluates program attainment of national standards and guidelines. Recommendations from ACPE are provided to the Dean for appropriate action by the faculty, Curriculum Committee, or administration.

3.6.2 The institution structures its graduate curricula (1) to include knowledge of the literature of the discipline and (2) to ensure ongoing student engagement in research and/or appropriate professional practice and training experiences. (Graduate curriculum)

Compliance Status: Compliant

Graduate education at the University of South Florida (USF) is designed such that students gain the investigative and/or creative skills needed to advance the disciplines and foster the independent, innovative thinking and action appropriate to a practicing professional individual. Students in both master's and advanced graduate programs are encouraged to publish or formally present their work. Doctoral dissertations and projects, as well as master's theses, also provide evidence that students are learning independently and contributing to the knowledge base in their fields.

At the advanced graduate level, the University's graduate programs ensure that students have opportunities to develop an understanding of research and/or creative processes by facilitating student participation in related activities. This is reflected in program requirements that include conducting and presenting (orally and in writing) independent research and/or creative activity that adds to the knowledge base of a student's discipline. Program components such as instruction in research methods, independent research courses, theses, dissertations, graduate assistantships, and coaching and mentoring by faculty are all designed to facilitate the development of independent learning and critical thinking. Additional information on the assessment of student learning is provided in *Comprehensive Standard 3.3.1.1. (Institutional Effectiveness: Educational Program)*.

The USF Tampa Graduate Catalog statement on Doctoral Degree Requirements[1] reads as follows:

"The doctoral degree is granted in recognition of high attainment in a specific field of knowledge. It is a research degree and is not conferred solely upon the earning of credit, the completion of courses, or the acquiring of a number of terms of residency. . . . The degree will be granted after the student has shown proficiency and distinctive achievement in a specified field, has demonstrated the ability to do original, independent investigation, and has presented these findings with a high degree of literary skill in a dissertation."

Coursework required for professional and specialist degrees also provides opportunities to develop independent learning skills, as well as an understanding of professional practice. Most programs involve internships, practica, and other clinical experiences in which diagnosis and problem solving are essential components (e.g., Syllabus, Geology 6739[2]; Syllabus, Philosophy 6405[3]).

Faculty oversight of graduate education is provided at the University level by the Graduate Council[4], which is responsible for advising the Provost and Executive Vice President and the Dean of Graduate Studies of principles, policies, and procedures affecting graduate education at the USF. The Graduate Council represents graduate faculty and students at USF Tampa, and its functions include:

1. providing for appropriate liaison with other university councils and standing committees with functions that may impact graduate education at USF;

2. reviewing all proposed new graduate programs, graduate certificates, curricula, and courses, as well as modifications of existing ones, and making recommendations to the Dean of Graduate Studies;

3. developing guidelines and policies for graduate education that ensure the maintenance of high academic standards and recommending those guidelines to the Dean of Graduate Studies;

4. facilitating selective reviews of existing USF graduate programs, at the request of the Dean of Graduate Studies, and making appropriate recommendations to the Dean;

5. providing input into the development of USF's "Master List for Graduate Programs";

6. making recommendations concerning graduate programs associated with academic centers, institutes, and other entities;

7. periodically evaluating and reviewing graduate admission standards and making recommendations to the Dean of Graduate Studies;

8. reviewing and recommending policies and procedures pertaining to graduate financial aid, reviewing criteria and applications for various graduate fellowships, recommending recipients for existing awards, and recommending the establishment of support that recognizes graduate student or graduate faculty achievement to the Dean of Graduate Studies; and

9. encouraging, fostering, and stimulating scholarly research and other creative activity within graduate education.

At the college, department, and program level, deans, department chairs, and faculty, respectively, all play a role in ensuring that well-qualified faculty are hired and assigned to teach and mentor within graduate programs, that the graduate programs meet appropriate standards, and that they are supported by adequate resources. Several colleges have faculty committees specifically charged with oversight of graduate programs--for example, the graduate committees within the College of Arts and Sciences[5] and the Graduate Programs Committee of the College of Education[6].

Graduate students enrolled in USF's master's and doctoral programs gain knowledge of a discipline's literature through a range of different approaches relevant to the degree level pursued. USF ensures that the required literature is encountered in a variety of ways, which vary by the degree program and level. This includes the following:

1. Literature is incorporated either as literature review or as documented understanding within theses and dissertations (e.g. MA Political Science[7]; PhD English Literature[8]). Over 50% of USF's master's degrees require a thesis and all PhD and EdD require a dissertation.

2. Seminar-style courses and colloquia are often required in many graduate programs, and these demand that students delve into a range of relevant literature.

3. Comprehensive examinations[9] or equivalents are required of all master's programs, including those without a thesis requirement (e.g., MA Career and Technical Education[10]; MA Economics[11]). A critical element of these exams is that the students demonstrate knowledge of the literature.

4. Professional examinations are required for licensing and accreditation in numerous disciplines. These exams are specifically designed to incorporate elements that force the student to verify knowledge of a discipline's literature.

Graduate students at USF actively pursue various lines of research. Typically, master's and doctoral students conduct original research (Master's Thesis, Example[12]; PhD Dissertation, Example[13]), whereas non-thesis master's students engage in professional practice and training activities. To demonstrate this engagement, USF graduate students are required to document successful completion of their research--typically through theses, dissertations, and projects (e.g., MA in American Studies, Thesis[14]; PhD in Applied Physics, Thesis Requirements[15]; Master of Public Administration, Capstone Course)[16]--and/or the completion of professional practice/training experiences--typically through practica, internships, recitals, and exhibitions (e.g., Internship Requirement, MA in Counselor Education[17]; Internship Requirement, PhD in Psychology[18]; Internship Requirement, MA in Autism Spectrum Disorders & Severe Intellectual Disabilities)[19].

The research focus of USF's graduate programs is further demonstrated by Graduate Degree Program Culminating Experiences[20] required of students in post-baccalaureate degree programs.

3.6.3 At least one-third of credits toward a graduate or a post-baccalaureate professional degree are earned through instruction offered by the institution awarding the degree. (Institutional credits for a graduate degree)

Compliance Status: Compliant

The University of South Florida (USF) ensures that at least one-third of the credits toward every graduate or post-baccalaureate professional degree are earned through instruction offered by USF.

USF Policy 11-005[1], Enrollment Requirements for Graduate Students, is promulgated in the Graduate Catalog[2] and requires the majority of credits toward a graduate degree to be earned through instruction offered by USF.

This requirement is also supported by the academic policy on Transfer of Credit[3] into a graduate program, which states that "Students may, with the approval of their graduate degree program, transfer credits from any regionally accredited institution into their graduate degree program, **as long as the majority of the credits are earned at the institution granting the degree**." The policy further states the following:

- Only credits with a grade of B or better may be transferred.
- Credit for coursework expires seven (7) years after receiving the credit.
- There is no time limitation for courses from a completed master's degree or professional degree applied toward a doctoral degree.
- The graduate degree program/department will be responsible for evaluating, approving, and initiating the transfer as soon as possible at the time of admission.

Transfer policies are more specifically defined in the Transfer of Credit Table[4] provided in the Graduate Catalog as part of the transfer policy (e.g., Transfer Transcript, Example[5]).

Monitoring and Enforcing Policies

To monitor and enforce the policy on Enrollment Requirements, the college of the student's major conducts a degree certification/check when a graduate student applies for graduation (evidence provided in Certification for Graduation section below). Through this process, the relevant administrators verify that all requirements have been met by students who have submitted an Application for Degree. The Certifying Officer in each college has the responsibility to ensure that students have satisfied the majority credit rule and fulfilled all other degree requirements.

To monitor transfer credits, the Office of Graduate Studies, as well as the Registrar's Office, uses a Graduate Transfer of Credit Form[6] to approve the transfer of any course work from either a different regionally accredited institution and/or transfer of credits earned as a non-degree student at USF Tampa. This process is further used to determine whether the majority credit rule has been followed. Only when the academic dean's office and the Registrar's Office complete this process and certify that all requirements are met is the student added to the degree-posting list.

Certification for Graduation

During the graduation certification procedure, USF ensures that every graduate student has met all University, major, and state requirements in order to receive a degree from USF. This process verifies that students have met all degree requirements and establishes that students earned the majority of credits required for the degree at USF. The procedure includes the following steps:

- After the graduation application deadline each term, the Registrar's Office (RO) runs a preliminary certification list that includes all graduate students who have applied for degree completion.

- The RO sends this list to the individual colleges. Each college reviews each student's requirements and collaborates with the student's academic home, when necessary, to verify major requirements have been met and to resolve issues. To perform this, colleges use a variety of certification forms (e.g., College of Behavioral and Community Sciences Certification Form[7]; College of Engineering Certification Check List[8]; College of Arts and Sciences Certification Form[9]).

- After the term ends and final grades are submitted, the college, in conjunction with the departments, will produce the final certification list, which is sent back to the RO. The list identifies students who are approved to graduate, those who are denied, and those who are on hold until issues are resolved. The issues must be resolved by the final certification deadline, which is about a month after classes end.

- By the final certification deadline, the colleges inform the RO about the students whose holds are resolved and are, therefore, cleared to obtain their degrees. Students with unresolved issues are removed from the graduation list.

- The last step is the Student Instructional File, a report sent by the RO to the State Board of Education after the end of each term. This report, required by the State of Florida,

includes the names of students enrolled for the term and the degrees awarded by USF in a given term.

Dissemination of Policies

The Graduate Catalog[2] and the Office of Graduate Studies website contain USF's academic policies on the number of hours that must be earned at the degree-granting institution and on transfer credits (e.g., Enrollment Requirement, Masters[10]; Enrollment Requirement, Doctorate[11]; Transfer of Credit Policy[12]). *Comprehensive Standard 3.6.4 (Post-baccalaureate Program Requirements*) provides further details of the requirements .

3.6.4 The institution defines and publishes requirements for its graduate and post-baccalaureate professional programs. These requirements conform to commonly accepted standards and practices for degree programs. (Post-baccalaureate program requirements)

Compliance Status: Compliant

The requirements for University of South Florida (USF) graduate and post-baccalaureate professional programs, including university-level, college-level, and individual program requirements, are published in the Graduate Catalog[1] . The Graduate Catalog is available online and updated annually by the Office of Graduate Studies. Graduate program requirements are also available through the Office of Graduate Studies website[2].

The Graduate Catalog contains detailed descriptions of graduate degree programs and their requirements (e.g., Degree Program, College of Business[3]), which are also available through the Office of Admissions[4] and Office of Graduate Studies[5] websites. All of these sources are publicly available to faculty, staff, and students. In addition to these college- and university-level sources, individual graduate programs publish their degree requirements on the college websites (e.g., College of Business website)[6]. Each of these sources provides clear, accurate, timely, and consistent information for USF's graduate degree programs.

Degree Requirements

Although graduate degree requirements are different for every discipline, they conform to commonly accepted standards and practices for graduate education, and they are always more stringent for doctoral than for master's programs. Graduate and post-baccalaureate professional degree requirements, as stated in the Graduate Catalog, include the following:

Master's Degree Requirements[7]:

At the University of South Florida, "a minimum of thirty (30) hours is required for a master's degree, at least sixteen [16] hours of which must be at the 6000 level. At least twenty [20] hours

must be in formal, regularly scheduled course work, ten [10] of which must be at the 6000 level. Up to six [6] hours of 4000-level courses may be taken as part of a planned degree program. Additional graduate credit may be earned in 4000-level courses only if specifically approved by the appropriate College Dean. Lower level undergraduate course may not be used to satisfy master's course requirements but may be taken to meet specific prerequisites. Students enrolled in undergraduate courses as part of a planned degree program are expected to demonstrate a superior level of performance in these courses. All graduate and undergraduate courses taken as a graduate student count in the overall GPA, whether or not they count toward the minimum hours for the degree. Graduate students may not enroll for more than 18 hours in any semester without written permission from the College Dean."

The University requirement for 90 hours beyond the baccalaureate degree was eliminated and replaced with the wording below. However, programs that require less than 90 hours beyond the baccalaureate must go through College and Graduate Council approval.

Doctoral Degree Requirements:[8]

"The doctoral degree is granted in recognition of high attainment in a specific field of knowledge. It is a research degree and is not conferred solely upon the earning of credit, the completion of courses, or the acquiring of a number of terms of residency, but also the successful completion of scholarly work. . . . The degree will be granted after the student has shown proficiency and distinctive achievement in a specified field, has demonstrated the ability to do original, independent investigation, and has presented these findings with a high degree of literary skill in a dissertation."

USF does not establish a minimum number of credit hours for doctoral programs. However, programs with fewer than 90 hours beyond the baccalaureate require approval by the College and Graduate Councils. *Federal Requirement 4.2 (Program Curriculum)* and *Federal Requirement 4.4 (Program Length)* provide details of the appropriateness of USF's curriculum and program length .

Commonly Accepted Standards and Practices for Degree Programs

The faculty carries primary responsibility for the initiation, revision, and quality of the curriculum in graduate programs. The rigorous academic new program[9] approval process in combination with the subsequent systematic review by faculty ensures that the program requirements and course offerings conform to commonly accepted standards and practices for graduate degree programs. Faculty within the academic unit initiating the creation of a new program are responsible for establishing that it is relevant in the field or discipline, has the appropriate level of rigor, includes a coherent course of study, and conforms to commonly accepted standards and practices for degree programs. In addition, faculty committees, including the Graduate Council, review and approve new programs (Graduate Curriculum Mtg. Agenda, Oct. 7, 2013[10] and Graduate Council Mtg. Rpt., Oct. 7, 2013[11]). Faculty also initiate and review changes to the curriculum to ensure that the changes do not negatively affect the quality of the program (Graduate Council, Curriculum Mtg. Agenda, Apr. 7, 2014[12]; MS Indust. Eng., Degr. Info. Draft[13]; Graduate Council, Curriculum Mtg. Rpt., Apr. 7, 2014[14]). Faculty must also submit a change of program request[15] with new course proposals[16], if the course proposal

impacts the program[17]. *Comprehensive Standard 3.4.1 (Academic Program Approval)* provides a complete description of USF's academic program approval process .

Periodic Program Review and External Accreditation

The Florida Board of Governors (BOG) Regulation 8.015[18] requires that all degree programs undergo an academic program review[19] at seven-year intervals (e.g., Program Review Schedule 2014-15[20]). As part of the self study requirement[21], the review includes an extensive examination of the degree program, as well as a review by an external consultant[22] (e.g., Program Review Self-Study, Communication Sciences and Disorders[23].)

In addition, USF has a range of programs that are externally accredited. These discipline-specific credentialing organizations[24] also undertake periodic, external reviews, which further determine that these programs conform to commonly accepted standards and practices.

3.7 Faculty

3.7.1 The institution employs competent faculty members qualified to accomplish the mission and goals of the institution. When determining acceptable qualifications of its faculty, an institution gives primary consideration to the highest earned degree in the discipline. The institution also considers competence, effectiveness, and capacity, including, as appropriate, undergraduate and graduate degrees, related work experiences in the field, professional licensure and certifications, honors and awards, continuous documented excellence in teaching, or other demonstrated competencies and achievements that contribute to effective teaching and student learning outcomes. For all cases, the institution is responsible for justifying and documenting the qualifications of its faculty. (Faculty competence)

Compliance Status: Compliant

The University of South Florida (USF) employs competent faculty qualified to accomplish its mission and goals.

Faculty recruitment and selection activities at USF are guided by the USF Strategic Plan, 2013-18[1]. More specifically, the plan states, "The University of South Florida's mission[2] is to deliver competitive undergraduate, graduate, and professional programs, to generate knowledge, foster intellectual development, and ensure student success in a global environment."

The Constitution of the State of Florida, Article IX, Section 7(d)[3] charges the Florida Board of Governors (BOG) to "operate, regulate, control, and be fully responsible for the management of the whole university system," and BOG Regulation 5.001(5)(a)[4] requires each university board of trustees to establish a personnel program for all employees including compensation and other conditions of employment, recruitment and selection, and non-reappointment. In response, the USF Board of Trustees (BOT) has approved USF Regulation 10.102[5], that defines provisions for faculty recruitment, selection, and appointment and assigns responsibility

for these duties to the [6]USF President[6]. The USF President has delegated the authority for faculty employment to the Vice President for Academic Affairs in Delegation of Presidential Authority, 1972-001[7].

Assembling and Maintaining a Competent Faculty

Essential elements for maintaining a competent faculty at USF include the following: (a) recruiting and hiring qualified faculty; (b) credentialing faculty for teaching; (c) annually evaluating teaching performance for all full-time and part-time teaching faculty, adjuncts, and graduate teaching assistants; and (d) evaluating scholarship and service for tenured and tenure-track faculty.

USF search committees and hiring authorities use standard procedures to recruit and select high-quality faculty members. USF Regulation 10.102[5] specifies provisions governing recruitment, selection, and appointment of faculty members at USF. *Comprehensive Standard 3.2.9 (Personnel Appointment)* discusses details about the procedures, regulations, and policies governing the recruitment and hiring of faculty and faculty administrators . *Comprehensive Standard 3.7.2 (Faculty Evaluation)* discusses evaluation of teaching performance for all full-time and part-time faculty.   *Comprehensive Standard 3.3.1.4 (Institutional Effectiveness: Community/Public Service)* discusses evaluation of research and service performance of full-time faculty .Additional information on the adequacy of faculty to support the mission is available in *Core Requirement 2.8 (Faculty)*and *Comprehensive Standard 3.5.4 (Terminal Degrees of Faculty).*

Faculty Credentialing for Teaching at USF

In determining faculty qualifications for teaching, USF gives primary consideration to the highest degree earned. The institution also considers competence, effectiveness, and capacity, including, as appropriate, undergraduate and graduate degrees, related work experiences in the field, professional licensure and certifications, honors and awards, continuous documented excellence in teaching, or other demonstrated competencies and achievements that contribute to effective teaching and student learning outcomes. For all cases, USF justifies and documents the qualifications of its faculty.

Policies and procedures for faculty credentialing for teaching are guided by USF Policy 10-115[8]; SACSCOC's *Comprehensive Standard 3.7.1 (Faculty Competence)*[9]; and SACSCOC's Faculty Credentials Guidelines[10]. USF's Office of Institutional Effectiveness has also developed Procedures for the Credentialing of Teaching Faculty[11] at the University of South Florida, including USF Health.

Basic qualifications for teaching at USF are documented in USF Policy 10-115[8] and SACSCOC's Faculty Credentials Guidelines[10] as follows.

For courses at the undergraduate level:

- Instructors of record teaching baccalaureate degree courses, including General Education, must hold an earned doctorate or master's degree in the teaching discipline or a master's degree with a concentration in the teaching discipline (a minimum of 18 graduate semester hours in the teaching discipline).

- Graduate teaching assistants who are instructors of record must hold a master's degree in the teaching discipline or have completed 18 graduate semester hours in the teaching discipline. Teaching Assistants must be directly supervised by a faculty member holding appropriate qualifications in the teaching discipline, receive regular in-service training, and receive planned and periodic evaluations.

For courses at the graduate level:

Instructors of record teaching graduate and post-baccalaureate courses must hold an earned doctorate/terminal degree in the teaching discipline or a related discipline.

Although academic degrees are the primary justification for credentialing decisions, additional support may include demonstrated academic and performance competencies, such as additional coursework, licensures and certifications, refereed publications and authored books in the discipline, related work experience, and so forth. This is particularly the case for faculty members teaching in programs that are interdisciplinary in nature that comprise varying types of expertise to cover all aspects of a broadly bound academic discipline. The department must confirm all such evidence and provide documentation of additional credentials upon request.

Exceptions may be made in rare circumstances for individuals who do not meet primary academic qualifications through degrees and/or other academic and performance competencies but who are considered by the department to possess demonstrated competencies and achievements that provide evidence of alternate credentialing to support effective teaching and student achievement. The department chair and dean must approve all exceptions in writing. The department must confirm all such evidence and must provide documentation of alternate credentials upon request. (e.g., approved exceptions, Example 1[12], Example 2[13]).

Procedures for Faculty Credentialing for Teaching

Initial assessment of faculty competence occurs during hiring. The objective is to ensure that the teaching and research, scholarship, and creative activity needs of each academic unit are appropriately assessed within the context of the University's Strategic Plan and external accreditation issues.

The policies and procedures outlined in Procedures for the Credentialing of Teaching Faculty at USF[14] guide the credentialing process. Credentialing for teaching begins with completion of the Certification of Teaching Credentials (CTC)[15] form for each faculty member upon hiring as the instructor of record for any credit-bearing course (e.g., Completed forms - Example 1[16], Example 2[17]). An Instructor of Record is the individual designated in the USF student information system by the academic unit as responsible for a credit-bearing course (USF Policy

10-115[8]). The CTC form is used to collect information about the instructor's highest degree earned as well as other relevant academic qualifications and other qualifications that have a bearing on the credentialing for a teaching decision.

The CTC form documents that the faculty member has submitted official transcripts for all degrees and course credits to be considered in the credentialing decision and that the transcripts are on file at the Office of Human Resources or the USF Health Faculty Affairs Office, the official repositories for instructor transcripts. The CTC remains in force as long as the faculty member continues to teach courses in the same discipline.

After the CTC form is completed and submitted to the department, the department or college enters information related to credentialing into the Faculty Academic Credentials for Teaching (FACT) module[18] of the Faculty Activity Information Reporting (FAIR) system. FACT was developed at USF in 2004 specifically to track and make available in electronic fashion both individual and aggregate information on faculty credentialing at USF.

To assist in the credentialing, all USF departments carefully review requirements for teaching in their discipline and prepare written Departmental Statements of Teaching Credentials. These statements describe the credentials required to teach graduate and undergraduate courses in the department; related degrees that may be used to teach at the graduate level; and special qualifications, certificates, etc., that are considered in the credentialing decisions for that department. These statements guide the credentialing process at the departmental level.

The following statements are presented as illustrative exhibits:

- Faculty Credentialing Statement, USF College of Arts and Sciences, Department of Chemistry[19]
- Faculty Credentialing Statement, USF College of Arts and Sciences, Department of English[20]
- Faculty Credentialing Statement, USF College of Arts and Sciences, Department of Psychology[21]
- Faculty Credentialing Statement, USF College of Arts and Sciences, Department of Women's and Gender Studies[22]
- Faculty Credentialing Statement, USF College of Behavioral and Community Sciences, Department of Communication and Science Disorders[23]
- Faculty Credentialing Statement, USF College of Behavioral and Community Sciences, School of Aging Studies[24]
- Faculty Credentialing Statement, USF College of Business, School of Accountancy[25]
- Faculty Credentialing Statement, USF College of Business, Department of Finance[26]
- Faculty Credentialing Statement, USF College of Engineering, Department of Civil and Environmental Engineering[27]
- Faculty Credentialing Statement, USF College of Education, Department of Adult, Career, and Higher Education[28]
- Faculty Credentialing Statement, USF College of Education, Department of Child Education and Literacy Studies[29]
- Faculty Credentialing Statement, USF College of Nursing [30]
- Faculty Credentialing Statement, USF College of the Arts, School of Architecture and Community Design[31]
- Faculty Credentialing Statement, USF College of the Arts, School of Art and Art History[32]

- Faculty Credentialing Statement, USF College of the Arts, School of Music[33]

All USF departments have prepared lists of degrees considered to be terminal in their discipline that are used in the credentialing process. These lists were developed in conjunction with faculty, chairs, and deans with expertise in each academic discipline. The Office of Institutional Effectiveness maintains a master List of Terminal Degree Programs[34] for each discipline.

After the department or college enters all relevant credentialing information into the FACT system, the relevant unit compares credentials of the faculty member to the courses to be taught, along with the departmental statement of teaching credentials, the list of terminal degrees in the area, and the faculty member's other qualifications for teaching, if applicable. The department chair and/or faculty determine that the faculty member is credentialed to teach the courses to be assigned. The department or college may prepare rosters of new and current faculty at any time via the FACT module to review or audit credentialing decisions.

Documentation of Faculty Competence

To document faculty competence for SACSCOC reaffirmation of accreditation, USF created an electronic database of faculty who taught courses during the Fall 2013 and Spring 2014 semesters. This database is populated with the faculty name, degree information, and course schedule information. It shows the means for primary academic credentialing (e.g., terminal degree in discipline, master's degree in the discipline, or master's degree plus 18 hours of graduate coursework) and any other information relevant to credentialing, such as an instructor's research record or professional experience. Information from this database populates the Faculty Roster[35] in USF's SACSCOC Credentials Report.

All instructors have recent curriculum vitae and syllabi on file in the teaching department or college; these are available upon request. Documentation of additional academic and other justifications for courses taught is also on file in the teaching department or college. Transcripts and equivalency reports and documentation for foreign degrees used for teaching are on file at the USF Office of Human Resources for those teaching for USF Academic Affairs and the Office of Faculty Affairs for those teaching for USF Health.

3.7.2 The institution regularly evaluates the effectiveness of each faculty member in accord with published criteria, regardless of contractual or tenured status. (Faculty evaluation)

Compliance Status: Compliant

All faculty at the University of South Florida (USF), regardless of contractual or tenured status, are regularly evaluated using published criteria.

The Constitution of the State of Florida, Article IX, Section 7(d)[1] charges the Florida Board of Governors (BOG) to "operate, regulate, control, and be fully responsible for the management of the whole university system," and BOG Regulation 5.001(5)(a)[2] requires each university board of trustees to establish a personnel program for all employees that includes evaluation. In

concert with the BOG regulation, USF Regulation 10.108[3] provides that all faculty members receive a regular performance evaluation. The only exceptions are for certain visiting faculty and faculty in non-reappointment status. Article 10.3.A of the Faculty Handbook[4] and Article 10[5] of the pages 20 - 24 of the USF/United Faculty of Florida Collective Bargaining Agreement[6] also governs faculty annual evaluations .

Annual Performance Evaluation

The assigned faculty duties (AFD) on which evaluations are based typically include teaching, research, service, and administrative assignments. These assigned duties are recorded each semester by the academic department using the AFD-FAR Form for Workload Reporting[7], available online in USF's Faculty Academic Information Reporting[8] (FAIR) system. At the conclusion of the calendar year, all in-unit faculty must complete an annual report (using the FAIR Effort Report Module[9]) on the prior year's activities. The Workload, Annual Report, and Student Evaluation of Instruction (described below) are used by the FAIR system to produce a summary report used for the evaluation (Annual Reports contain confidential information; examples are provided upon request).

In most cases, the department chair and a faculty committee conduct evaluations. College and department governance documents provide the specific process and criteria within a given unit (e.g., College of Education[10]; Department of Education and Policy Studies[11]). The categories of evaluation are generally as follows: outstanding, strong, satisfactory, weak, unsatisfactory, and not applicable. In instances where performance is questionable, the department chair develops a remedial action plan with the faculty member in question. Article 23[12] of the USF/United Faculty of Florida Collective Bargaining Agreement requires the use of faculty evaluations in determining eligibility for merit increases and in the distribution of these funds.

The University's Instructor Career Path Promotion Guidelines[13] provide for evaluation of faculty in this category. The guidelines detail the promotion path and the review process for evaluating instructors for promotion.

As part of USF's evolving Online Quality Assurance Program, faculty who teach hybrid and online courses are required to participate in an Online Instructor Self-Check[14] for teaching skills and an Online Course Verification[15]. Data from this self-assessment is available to each faculty member to include in a portfolio. The completion of the self-assessment is reported to chairs for inclusion in the annual performance evaluation process.

USF Health

USF Health is comprised of the Morsani College of Medicine, the College of Nursing, the College of Public Health, the School of Physical Therapy, the School of Biomedical Sciences, and the College of Pharmacy. Evaluations of faculty, both ranked and non-ranked, occur on an annual basis in accordance with USF Regulation 10.108[3] (Morsani College of Medicine, College of Pharmacy, School of Physical Therapy, and School of Biomedical Sciences) and Article 10[5] of the Collective Bargaining Agreement between USF and the United Faculty of Florida (Colleges of Nursing and Public Health).

Each college within USF Health has either developed specific guidelines regarding faculty evaluations and/or included language regarding regular evaluations in the Appointment, Promotion, and Tenure (APT) Guidelines. In addition, guidelines[16] are available for non-ranked or out-of-unit faculty. These guidelines can be updated annually to reflect changes in deadlines or updated documents and/or processes. The college guidelines are included below.

- Morsani College of Medicine Ranked Faculty Guidelines, USF Health[17]
- Appointment, Promotion and Tenure Guidelines, USF College of Nursing[18]
- Faculty Affairs, Appointment, Promotion, and Tenure, USF College of Public Health[19]
- Appointment, Promotion, and Tenure Guidelines, USF College of Pharmacy[20]

The Morsani College of Medicine provides for a post-tenure review process with corrective actions for faculty with an overall evaluation of less than satisfactory. Some colleges (e.g., Nursing) conduct administrative reviews of faculty in addition to peer reviews. These are usually conducted by the dean or an associate dean with responsibility for faculty affairs.

Evaluation for Tenure and Promotion

USF Regulations 10.105[21] and 10.106[22] govern the promotion and tenure processes. These processes are further governed by Article 14[23] and Article 15[24] of the USF/ United Faculty of Florida Collective Bargaining Agreement.

The University publishes Tenure and Promotion[25] (T&P) guidelines that include general criteria[26] to be followed by all units. A midpoint tenure review is conducted in the third year of employment for tenure-earning faculty (earlier if tenure-earning service is granted at the initial appointment). The midpoint review is expected to address the performance of annual assignments as well as overall performance and contributions and includes consideration of annual evaluations. In addition to the general guidelines, USF Policy 10-116[27] requires USF to establish and publish guidelines at the system level and Article 15.3(A) of the UFF Collective Bargaining Agreement[28] further requires refinement of the criteria to meet college and departmental standards.

All tenure decisions must be reviewed and approved by the USF Board of Trustees (BOT) Academics and Campus Environment Workgroup[29] and subsequently by the full University BOT (BOT Mtg. Agenda, June 6, 2013, T&P[30]). The USF President approves promotions (e.g., Faculty Tenure Review, College of Behavioral and Community Sciences[31]) .

Student Evaluation of Instruction

Instruction at USF is also evaluated by means of a USF Student Assessment of Instruction survey[32] conducted for each class section each academic term. During the 2012-13 academic terms, this survey was moved from a paper-and-pencil process to one administered online using the eXplorance Blue software.

The survey provides for student assessment of instruction based on eight criteria common across all academic departments except the USF Health professional schools (Colleges of Medicine (MD), Physical Therapy (DPT), and Pharmacy). Each course section is evaluated each semester, with the exception of courses enrolling fewer than three students. The results of the assessments, which are tabulated for each course and professor, are public record and are made available through a public Student Assessment of Instruction website. Colleges and programs may supplement the common questions with their own questions; however, the results of the optional questions are not public record. Student comments are also not part of the public record and are made available to the faculty through the FAIR reporting system[33]. Results of course and instructor evaluations are used as part of individual faculty evaluations and in consideration for tenure and promotion.

In USF Health, the School of Biomedical Sciences, within the Morsani College of Medicine, and the College of Public Health conform to the main campus's guidelines for conducting surveys of courses and instructors.

The College of Nursing and the College of Pharmacy conduct their own online surveys. Nursing uses the eight common criteria established by USF and additional questions tailored to their didactic courses, online offerings, and clinical practicum courses. Faculty receive the results of these surveys from the college each semester. The College of Pharmacy also employs the eight general USF criteria, as well as a few measures specific to the PharmD program. The results of the evaluations are utilized for quality improvement in the curriculum as well as in strategic planning, assessment, and accreditation activities for achieving learning and programmatic outcomes. The College of Pharmacy includes a summary of student course evaluations in its annual report, which is public record.

A separate online evaluation system, Evalue, is used within the MD, DPT, and undergraduate athletic training programs within the Morsani College of Medicine. Particularly in regard to the MD program, the standardized questions asked through Evalue are unique to the medical education mission and aid in assessing specific elements critical for Liaison Committee on Medical Education (LCME) accreditation. Students separately evaluate courses, instructors, and the entire educational program. Faculty and students may access their own evaluations immediately. Course directors may access their course evaluations and share results with all teaching faculty after the course is complete.

Evaluation of Library Faculty

The USF Tampa Library annually evaluates the effectiveness of each faculty member in accordance with the following policies and guidelines:

- USF Regulation 10.106, Faculty Promotion and Change in Assignment[22]

- Faculty Peer Evaluation Document[34],"Criteria for Research, Scholarship and Creative Activity" and "Criteria for Service"

- Criteria outlined in Section 1 of the Association of College and Research Libraries Standards for Faculty Status for Academic Librarians[35] and Statement on the Terminal Professional Degree for Academic Librarians[36]

- Criteria outlined in the Association Southeastern Research Libraries' Competencies for Research Librarians[37]

Faculty evaluations consist of a self-review narrative, an evaluation by the current Merit Pay/Peer Review Committee (optional), and a direct evaluation by the supervisor. Evaluations assess performance of primary professional duties; research, scholarship, and creative activity; and service as assigned via the AFD-FAR process. All evaluations are completed on the calendar specified by the Faculty Merit Pay/Peer Review Document, regardless of participation in peer review. Library faculty must minimally score a "Satisfactory" on the annual evaluation or face consideration for non-reappointment.

3.7.3 The institution provides evidence of ongoing professional development of faculty as teachers, scholars, and practitioners. (Faculty development)

Compliance Status: Compliant

The University of South Florida (USF) has made a major commitment to the development of its faculty as teachers, scholars, and practitioners. The University's values statement[1] highlights "high-quality education and excellence in teaching and learning."

The Academy for Teaching and Learning Excellence

USF established its first teaching and learning center over 20 years ago. The goal was to promote personal reflection and scholarly dialogue among the faculty on the art, science, and craft of university teaching. In 2012, the center was renamed the Academy for Teaching and Learning Excellence (ATLE). ATLE sponsors publications[2], workshops[3], and research[4] that critically examine and promote instructional excellence. In addition, ATLE offers opportunities for individuals to improve their teaching effectiveness by arranging classroom observations[5] and/or mid-semester student feedback. ATLE reports to the Vice Provost for Student Success and has an annual budget of close to $300,000.

ATLE's faculty workshops cover a variety of topics, including assessment, classroom management, effective lecturing, course redesign, and USF's learning management system, Canvas. It also provides ongoing facilitation and support for faculty groups involved in teaching large classes or teaching material that challenges students' values. The support provided to faculty by ATLE includes consultations as well as training and just-in-time aid, delivered in

person and asynchronously through the Web. Workshops are open to all USF faculty members, including adjuncts and teaching assistants. Local community college faculty members are also invited to participate in certain programs. ATLE has particular strength and expertise in teaching and learning with technology. ATLE helps sponsor an annual Tech Camp[6] that provides training on emerging Technologies for Teaching[7].

ATLE schedules special events and workshops for faculty and teaching assistants each year, including an annual Student Success Conference[8] dedicated to teaching effectiveness. Separate orientations are offered to new faculty[9], adjuncts[10], and Graduate Teaching Assistants[11], and there are additional programming alternatives for adjuncts (an evening workshop series[12]) and graduate students (an eight-week certificate course on how to Prepare for College Teaching[13]). Graduate students are required to attend either the eight-week certificate course or a one-day training before the Office of Graduate Studies will certify them as instructors of record.

ATLE also invites all audiences to participate in its fully online programming. In addition to the ATLE website[14], the online Instructional Resource Guide[15] provides a concise introduction to the instructional resources and academic support services available to faculty and graduate students at USF. There is also a voluntary online course called "University and College Teaching[16]."

Full-time faculty are encouraged to participate in New Faculty Orientation and attend events to grow their professional repertoire and expand their skills. Adjuncts are encouraged to participate in ATLE events. All ATLE events are free of charge. No financial incentive is given to faculty to participate.

ATLE publishes a faculty-to-faculty newsletter multiple times a year called Faculty Voices[2] that provides faculty with a venue to share their teaching practices and professional development experiences. Workshops and other events are announced by paper flyer before each semester and weekly via an electronic listserv[17]. Each of USF's colleges designates at least one Faculty Fellow[18] to work with ATLE and spread the word about professional development opportunities. Fellows are paid a stipend of $1,000 per year for their service, which also includes offering workshops themselves and serving on the ATLE advisory board.

Additional Faculty Development Resources

In addition to resources offered by ATLE, USF offers faculty development opportunities to support specific disciplines and faculty responsibilities.

Distance Education Resources

The Office of Innovative Education (InEd) was established by USF Policy 10-042[19]. Working through the USF SACS Liaison, InEd is responsible for providing opportunities for faculty to develop the skills that are unique to delivering online learning. Distance education support services include online teaching workshops, consultations, and instructional technology support. Workshop topics[20] include online course redesign, best practices for online teaching and learning environments, virtual group collaboration, and the current technologies employed by USF (Blackboard Collaborate, Canvas, Big Blue Button, Articulate, and Panopto).

In addition to on-site workshops, OFD provides fully online professional development opportunities. Examples include the Teaching Online 101 Certificate[21] (TO 101), which introduces faculty to the basic principles of effective teaching and learning online and contains a comprehensive collection of resources related to student academic support, online teaching and learning, and best practices, e.g.,:

- Resource Page for New Instructors[22]
- Blackboard to Canvas Migration[23]
- Encouraging Academic Integrity in Online Courses[24]
- Online Instructor[25] and Online Course Verification[26] self-assessments.

InEd's Media Innovation Team[27] (MIT) works collaboratively with USF faculty on the conversion of credit-bearing courses to online delivery. MIT provides opportunities for faculty to develop knowledge and skills relating to instructional design, e.g., how to present theoretical models, embed quizzes, and select software tools that enhance and tailor lectures. Additionally, MIT offers faculty consultations on existing courses and offers support services to faculty who would like to use specific features of USF's learning management system (Canvas), such as test management, grade book setup, and content organization. For those wishing to create custom content, MIT's digital media developers provide expertise in Web, application/database, video, and multimedia development.

Professional development opportunities provided through InEd are announced via email[28], as well as posted to the OFD workshop webpage.

USF Health's Faculty Development Online Training Center[29] supports the development of faculty in each of USF Health's four colleges. Development opportunities range from self-paced learning modules to useful articles designed to deliver training just-in-time, anywhere, anytime. Additional resources for online course delivery (e.g., instructional design, multimedia design, and technology support services) reside in the individual colleges within USF Health: the College of Public Health Online Program[30], the College of Medicine office of Instructional Design for Educational Advancement (IDEA)[31], and the College of Nursing CON Educational Design and Technology (EDT): Canvas[32] team.

USF Health

USF Health faculty can access development services through the Office of Educational Affairs[33]. The Office of Educational Affairs helps coordinate professional development activities only for faculty members in the College of Medicine. The USF Health Office of Continuing Professional Development[34] (OCPD) helps provide professional development activities for faculty members in each of the USF Health colleges and for healthcare professionals in the greater Tampa Bay community. OCPD Office of Continuing Professional Development assists healthcare professionals (physicians, nurses, pharmacists, psychologists, physical therapists, dietitians, and social workers) in maintaining and enhancing clinical excellence through ethical, innovative, and efficient discovery and dissemination of knowledge. OCPD works with USF Health faculty to identify the learning gaps/interests of healthcare professionals and addresses these needs through organizing live conferences, self-directed

learning activities, and Web-conferences. Continuing-education activities hosted by the OCPD are local, statewide, national, and international in scope.

Within USF Health, flyers[35] for college-specific and USF Health-wide professional development opportunities are regularly distributed via an email listserv to the appropriate audience. Additionally, the colleges often provide faculty members with a Calendar of Faculty Professional Development Programs[36] in advance for a convenient summary of the opportunities that will be available.

Research Resources

USF's Office of Research and Innovation offers faculty information, workshops, and consultation on funding opportunities[37] and proposal development.

The USF Health colleges have individually developed internal programs and workshops that provide faculty with the necessary tools for becoming successful researchers. For instance, the College of Nursing has developed the Partnership Opportunities for Wellness, Education, and Research (POWER[38]) program. POWER provides opportunities for faculty and students to collaborate with community partners and researchers in the field of nursing and other healthcare disciplines across the region, nation, and globe. USF Health's Hinks and Elaine Shimberg Health Sciences Library[39] offers additional instructional services. These services include scholarly workshops[40] that cover topics such as developing research studies, publication writing, and effectively using research and publication databases. For convenience to all potential users, the library's website hosts recordings of these workshops[41].

The College of Arts and Sciences offers regular grant writing workshops[42] to its faculty.

Documenting Participation

ATLE records attendance at professional development events and publishes an annual Fact Sheet[43] that lists summary totals of faculty involvement and participation at ATLE events during the past 12 months. ATLE sends annual letters to faculty members noting their participation. Faculty members are free to share this letter with their department chairs or to include in their portfolios for annual review.

Within the USF Health colleges, attendance of faculty development workshops is often tracked using sign-in sheets[44]. Establishing professional goals and providing evidence of activities undertaken to attain these goals are an important component of the annual performance evaluation process[45] in each of the colleges. As such, faculty members are encouraged to document recently attended professional development activities on their CVs and/or on their Annual Faculty Activity Reports for reference during these reviews.

The InEd Online Faculty Development team records registration and attendance[46] at professional development events such as workshops. Program participants can request a certificate[21] verifying participation and are free to share the certificate with their department chairs or to include it in their portfolios for annual review. Additionally, participation in the Online Instructor[47] and Online Course[26] verification process is documented and reports[48] are submitted to the academic colleges.

3.7.4 The institution ensures adequate procedures for safeguarding and protecting academic freedom. (Academic freedom)

Compliance Status: Compliant

The University of South Florida (USF) expressly supports principles of academic freedom and responsibility. USF Policy 10-050[1], Academic Freedom and Responsibility, affirms these principles and notes they are rooted in the concept of a "University as a community of scholars united in the pursuit of truth and wisdom in an atmosphere of tolerance and freedom." The policy defines academic freedom as the "freedom to discuss all relevant matters in the classroom, to explore all avenues of scholarship, research, and creative expression, to speak freely on all matters of university governance, and to speak, write, or act as a public citizen without institutional discipline or restraint."

The Faculty Handbook, Chapter 9[2], available on the Office of the Provost and Executive Vice President Faculty Information website, also outlines the University's policy on Academic Freedom and Responsibility:

"The University of South Florida is committed to the fundamental principles of academic freedom and believes that only within an environment of free inquiry, free expression, intellectual honesty, and respect of human dignity can the University fulfill its mission. Academic freedom applies to teaching, research/creative activity, and public service and is a right of both faculty and students. Faculty members have the freedom to present and discuss their own academic subjects frankly and forthrightly without fear of censorship, and to select instructional materials and determine grades in accordance with University and BOR policies. Faculty members have a responsibility to ensure that students learn in an atmosphere that welcomes intellectual inquiry and rational discussion."

Under USF policy, both the faculty and the administration assume responsibilities regarding the exercise of academic freedom and responsibilities accompanying that freedom. In general, the University and its faculty recognize that academic freedom advances intellectual discovery, growth, and expression. Academic Freedom is also covered by Article 5[3] of the University of South Florida/ United Faculty of Florida Collective Bargaining Agreement[4]. Issues of academic freedom are promptly and rigorously addressed by the University (e.g., Academic Freedom Example, College of Behavioral and Community Sciences[5]).

The importance of academic freedom in principle and practice is evident throughout the University. As an example, the Guidelines for Tenure and Promotion[6] contain the following statement:

"In order for the University to perform its functions effectively, it is essential that faculty members feel free to express new ideas and divergent viewpoints in their teaching and research. In the process of teaching and research, there must be freedom to question and challenge accepted 'truths.' A university must create an atmosphere that encourages faculty members to develop and share different ideas and divergent views and to make inquiries unbounded by present norms. Tenure contributes significantly to the creation of such an atmosphere."

Moreover, academic freedom is integral to the University's stated values[7], including the following:

- high-quality education and excellence in teaching and learning
- high-impact scholarship, research, and creative activities
- diversity of students, faculty, and staff
- a campus life with broad academic, cultural, and athletic opportunities
- shared governance within all components of the institution
- collegiality, academic freedom, and professional responsibility

The Faculty Senate[8], with representatives from all colleges and academic programs, serves as the principal advisory body to the University President, Provost and Executive Vice President, and Vice President for Health on all matters that pertain to the academic climate of the University. As stated in in the Constitution of the Faculty of the University of South Florida - Tampa[9],

"The Faculty Senate is the primary faculty advisory body to the University of South Florida Tampa President, Provost, and Vice President for Health on all matters that pertain to the academic climate of the university. The Senate has the responsibility to review and make recommendations to them considering decisions on all matters pertaining to the welfare of the University, focusing particularly on those pertaining to the academic mission."

The USF Library System subscribes to the Library Bill of Rights[10] and the American Library Association's intellectual freedom[11] statements.

3.7.5 The institution publishes policies on the responsibility and authority of faculty in academic and governance matters. (Faculty role in governance)

Compliance Status: Compliant

The University of South Florida (USF) publishes clear policies regarding the responsibility and authority of faculty in academic and governance matters.

The University's statement on shared governance and the responsibility and authority of the faculty is found in USF Regulation 10.100 (1)(d)[1] and the Faculty Senate document Principles of Shared Governance[2]. Both of these documents contain the following statement:

"On the part of the Administration, Academic Responsibility implies a commitment actively to foster within the University a climate favorable to responsible exercise of freedom, by adherence to principles of shared governance, which require that in the development of academic policies and processes, the professional judgments of faculty members are of primary importance."

USF Regulations are publicly disseminated through the Office of General Counsel[3], while Faculty Senate documents[4] are available on their website.

The Constitution of the Faculty of the University of South Florida[5] defines the membership and the role of the Faculty Senate as the representative body of the faculty. The functioning of the Faculty Senate is also described in Chapter 3[6] of the Faculty Handbook[7] that is published on the Office of the Provost and Executive Vice President[8] and the Faculty Senate's[9] websites. These documents define the senate's role in shared governance as follows:

"The Faculty Senate operates according to principles of shared governance. The Senate serves as the main channel of communication between faculty members and the central administration of the University. The Senate constitutes the principal advisory body to the President and Provost of the University and has the responsibility to review and make recommendations to them concerning decisions of the University on all matters pertaining to the welfare of the University, focusing particularly on those related to the academic mission."

The Bylaws to the Constitution of the Faculty of USF[10] outline the means by which the Faculty Senate will exercise its responsibility and authority and provide a listing of standing committees and councils that oversee the academic functions of the University. The Faculty Senate Web page hosts a complete description of the standing councils and committees[11] and their charges. The charge for each committee or council also provides evidence of the role of the faculty in academic and governance affairs.

The Faculty Senate also makes available information on promoting shared governance at the departmental level. This information is included in a Departmental Governance [12]report and a set of Guidelines for Developing Department Governing Documents[13] and promoting shared governance at the departmental level.

Individual colleges also publish faculty governance documents. For example, the College of Arts and Sciences[14], the College of The Arts[15], and the College of Medicine[16] have documents available on their websites. In addition, many departments have developed and published faculty governance documents. Examples of these include Anthropology[17], English[18], the Humanities[19], Chemistry[20], Educational Leadership[21], Aging Studies[22], and Music[23].

Faculty participation in governance is illustrated by the major role they play in the development and implementation of academic programs. The rigorous initial academic degree program approval process in combination with the subsequent systematic review by faculty ensures that all programs conform to commonly accepted standards and practices. Faculty within the academic unit initiating the creation of a new program are responsible for following formal New Academic Program Authorization Procedures[24] which includes establishing that the proposed program is relevant in the field or discipline, has the appropriate level of rigor, and includes a coherent course of study. *Comprehensive Standard 3.4.1 (Academic Program Approval)* provides a complete description of USF's academic program approval process. *Comprehensive Standard 3.4.10 (Responsibility for Curriculum)* provides information on the faculty's role on curriculum development and maintenance. Faculty also initiate and review changes to the curriculum to ensure that the changes do not negatively affect the quality of the program (e.g., Undergraduate Council Agenda, Feb. 2014[25]; Undergraduate Council Agenda, Proposed Changes, Chemistry Program[26]; Undergraduate Council Meeting Minutes, Feb. 24, 2014[27]).

3.8 Library and Other Learning Resources

3.8.1 The institution provides facilities and learning/information resources that are appropriate to support its teaching, research, and service mission. (Learning /information resources)

Compliance Status: Compliant

The University of South Florida (USF) Libraries' mission[1] states that it provides resources, services, and collections to advance the USF's teaching, learning, and research mission. USF Libraries is dedicated to student academic success, innovative and creative delivery of collections and services, and strategic partnerships and engagement. In specific regard to its facilities, USF Libraries' space reflects and responds to collaborative initiatives that create student success, one of the pillars of the USF Strategic Plan.

There are three library facilities[2] on the USF Tampa Campus: the Tampa Library[3], the FMHI Library[4], and the Elaine and Hinks Shimberg Health Sciences Library[5]. Hours[6] of access are posted on the main page of the each library's websites. Three other on-campus multi-format resource centers, outside of USF Libraries, also provide access to resource collections. These include the Herbarium[7], the Visual Resources Center[8], and Career Services[9]. Other learning facilities include the Center for Advanced Medical Learning and Simulation (CAMLS), iTeach Lounge, the Advanced Visualization Center, and Lit-2-Go, an online source of Children's Literature.

Core Requirement 2.9 (Learning Resources and Services) discusses in detail the adequacy and appropriateness of learning/information resources such as library collections, library services, and library-created online guides, portals, repositories, and digital collections, as well as accessibility to distance-education students.

Tampa Library

The Tampa Library[10] building is the largest and most centrally located of the library facilities, holds the majority of the physical collections, and serves as the main research library for the USF Tampa campus. Built in 1975, the library contains 303,802 sq. ft. of space on seven floors, with a seating capacity of 2,300. In the past several years, it has undergone several major renovations on the basement, first, and second floors. The impetus for these renovations focuses on the transformation of library spaces to enhance student learning, consolidate collections, increase service delivery, and provide areas for new University partners. The building is home to Career Services' Job Shop[11] , Information Technology Services[12] (including the IT Help Desk), as well as several units of Undergraduate Studies, including Undergraduate Research[13] and Tutoring and Learning Services[14] (Tutoring[15], Writing Center[16], and SMART Lab[17]). Due to the major improvements to the library facility over the last 10 years and the expansion of the Learning Commons with numerous learner-support services, use of the building has increased tremendously. From 2010 to 2013, visits (Lib. Doorcounts, 2010-14[18])   to the library building have increased by 74%.

Each floor of the library is zoned for noise and provides access to either or both collections and services. These noise zones include "Talk it Up!" for the first floor, "Low Talking" for the second and fifth floors, and "Super Quiet" for the ground floor and the sixth floor areas. Monographic collections are located on the third, fourth, and fifth floors. Bound periodicals, reference, and

government document collections are on compact shelving on the ground floor. Special and Digital Collections[19] are located on the fourth floor, and media collections are on the sixth floor. The Learning Commons, on the first and second floors, provide access to tutoring, the Writing Center, reference, IT Help Desk, the Digital Learning Studio, the Office for Undergraduate Research, and the SMART Lab.

Safe and accessible parking[20] is available immediately in front of the Library facility, with level walks and ramps leading to the Library entrance. The Library has installed updated automatic doors at the Library entrance and exit, as well as ADA/unisex restrooms on each floor.

In 2010, the Library sought temporary funding from the Student Success Council to expand its open hours during spring and fall semesters to 24 hours a day, Monday through Thursday, closing early on Friday and Saturday evenings and opening at noon on Sundays. The success of this endeavor, measured both by building use statistics and direct student feedback to the website on library hours, supported the Library's proposal to the Provost and Executive Vice President for permanent 24/5 funding in 2011. Use of the building from midnight to 7:30 a.m. has peaked at 1,609 persons during the end of the semester, averaging 514 during the semester.

During Summer 2014, the Library's first floor underwent a renovation to upgrade and increase sitting and desktop computing, and to move the Digital Learning Studio (DLS) to a new, expanded space to enhance visibility and accessibility among students. Desktop computers increased by 40%, and the new DLS added another 17 high-end Mac and PC desktop computers with specially equipped software for the creation of video and other digital media projects.

Learning Commons

In 2005, the Tampa Library removed over 7,000 linear feet of reference materials to the ground floor to make room for a first-floor Information Commons equipped with over 100 computer workstations and a combined reference and IT service desk. In 2008, the Information Commons was transformed into a Learning Commons when five previously separate academic support programs were centralized under the administration of Undergraduate Studies within the library building. The Learning Commons, both on the first and second floors of the library, now provides the learning support services of the Writing Center and Tutoring as well reference service and the IT Help Desk. The newly reorganized Office for Undergraduate Research joined the Learning Commons on the second floor in 2011, requiring microform collections and equipment to be relocated to the ground floor when the space was renovated.

The Learning Commons underwent an additional transformation in 2012 on the second floor when it became home to a $3.3 million SMART Lab on the east side, and the west side was renovated to include technology-capable furnishings and additional seating. Over 56,000 linear feet of periodicals were relocated to the ground floor to newly installed compact shelving. The "extended" Learning Commons added 13 multi-media collaborative workstations and interactive white boards. Each station provides four laptop connections to one large LCD color display monitor. Two large group study rooms were upgraded with multimedia display monitors to enhance capability for large groups practicing presentations or working on group projects.

Following the upgrade to the Learning Commons, including new furniture, computers, and other resources, there was a statistically significant improvement in the LibQual+ survey results from Fall 2013 on the perception of "library as place," specifically relating to the perception of the Library as a "comfortable environment that provides a gateway to learning and research."

SMART Lab

USF's SMART Lab is a learning laboratory for math courses that uses the best research-based practices for teaching and learning. Constructed in 2012, this lab is staffed by faculty and tutors who provide on-demand personalized assistance. In addition to the learning materials that are accessible at the lab and online, the SMART Lab provides students with the opportunity to receive one-on-one assistance from teaching assistants and/or instructors. The SMART Lab is equipped with over 300 computer workstations in support of STEM-related course work. When not in use for math classes, computers in the SMART Lab automatically revert to an "open access" mode for any student to access library resources, IT software, and the Internet.

Job Shop

The renovations in 2012 also included the addition of the USF Career Services Job Shop . The Job Shop provides computer stations for USF students to research current employment opportunities on and off campus, investigate internships, and submit applications for employment online. The Job Shop also provides job search workshops, Careers and Coffee events to meet with prospective employers, Career Peers, and access to resources for researching employers and salary information. In support of the mission of the Job Shop, a small collection of the latest career reference books and DVDs were acquired and are available in the Career Corner.

Special Collections

Special and Digital Collections[19] maintain space on the fourth floor of the USF Tampa Library. This section of the library maintains a service desk, a reading room, and the Grace Allen Room. The Grace Allen Room is a space used to host library programming, with speakers discussing the Libraries' unique collections. For more information about these collections, refer to section 2.9, under *Collections*.

Librarian Teaching Labs

Located in the Tampa Library, three multimedia-capable teaching labs serve the needs of the Libraries instruction program. Labs are equipped with large-screen projectors, computers, laptop connections, and VHS & DVD players. Room sizes vary and can accommodate from 15 – 36 patrons seated at individual computer stations. Library policy TLIB134[21]   governs the use of the labs, which primarily serves to support the instruction program, but use by other USF

departments is also arranged. During FY2012-2013,teaching labs were scheduled for instruction 434 times over three semesters.

Digital Learning Studio – 1st floor Library Learning Commons

In Fall 2013, the Tampa Library opened the doors to a new student computer lab, the Digital Learning Studio (DLS). Funded by Student Technology Fee funds ($75,000) and operated by library staff, the studio is a multimedia production area which provides equipment, instruction, space, and assistance to all USF students. Staffed by a librarian/instructional technologist and highly trained student assistants, the studio is a place where students learn how to create digital objects (e.g., videos, audio recordings, graphics, animations, etc.) to enhance their research projects. During its first semester, the DLS staff worked with faculty and students from a wide range of departments including World Languages, English, Chemistry, Dance, History, and many others. The studio assisted approximately 554 students in the fall of 2013. There were at least 274 unique digital projects produced. In the spring of 2014, approximately 610 students visited the DLS, an increase of about 10%. Because of its success, the DLS moved to a newly renovated space on the 1st floor in the fall 2014 which expanded computer instruction by 50%.

Media/Presentation Practice Rooms

Two multi-media-equipped viewing/presentation practice rooms are available to faculty to reserve and to USF students on a first-come-first-served basis. Each room is equipped with a large-screen projector; a computer with PowerPoint and other software, including webcam capability; laptop connections; a VHS and DVD player; and international DVD capability. Rooms have been furnished with movable office furniture to seat groups of up to 15 and 35.

Study Rooms

The Library currently provides 30 small and seven large study rooms, an increase from a total of 18 study rooms in 2009. Several of the larger study rooms have been upgraded to include interactive, "smart" computer-equipped white boards, which will allow students to create, display, and distribute documents created on the boards.

Carrels

The Library provides a limited number of office carrels (100) to USF full-time faculty and USF PhD candidates. The Library assigns carrel keys on a yearly basis, which may be used by the faculty or PhD candidate to access a quiet office or research space within the Library facility. Use of carrels is governed by Library Policy #112[22] .

Facility Equipment

To facilitate access to collections and other scholarly resources, both online and print, the Libraries partner with USF Information Technology to provide computers, scanners, laptops, microform reader/printers, and a self-check-out machine. Three high-resolution scanners were purchased in 2012 through funding from Student Technology Fees in addition to 96 laptops and 20 iPads, now available for check-out. The renovation to the Libraries Learning Commons in 2014 expanded computer stations to 160 for students and five available for community patrons. The SMART Lab's 300+ computers are also available to students when math classes are not in session.

Shimberg Health Sciences Library (USF Health)

The Hinks and Elaine Shimberg Health Sciences Library[23] (SHSL) is housed in a 35,130 sq. ft. facility on the Tampa campus and provides state-of-the-art biomedical information to students, faculty, staff, and patients to improve health in the Tampa Bay area and beyond. While the SHSL serves all USF patrons, its primary stakeholders and patrons are affiliated with the USF Health community--the Colleges of Medicine, Nursing, Pharmacy, and Public Health, plus the School of Biomedical Sciences and School of Physical Therapy & Rehabilitative Sciences. Both quiet and collaborative group study spaces are available, with four conference rooms available for use by students and faculty. A newly renovated 2,000 sq. ft. 24-hour quiet study space opened in April 2013, giving students of USF Health a secure ID-access-only space to study 24 hours a day, seven days a week. The SHSL student computer lab houses 12 networked workstations, printers, scanners, course-related programs, and general-purpose application software such as word processing, and is equipped for students to create CD-RWs and DVDs. Computers are also available in public access areas of the library that provide up to four hours of online/resource access daily per patient or other unaffiliated patrons.

Louis de la Parte Florida Mental Health Institute (FMHI) Research Library

USF Libraries' Florida Mental Health Institute Library[24] is located in the northwest corner of the USF Tampa campus inside the College of Behavioral and Community Sciences building. The library facility has 5,582 sq. ft. of space, 73% of which is used for collections, 11 public computers, copiers, and study tables. Recently, the library sectioned off part of the main room as a teaching lab for library instruction.

Assessment of Library Facilities

USF Libraries has regularly implemented the nationally recognized LibQual+ survey to measure the perceptions of faculty and students for a number of library-related dimensions, which include the concept of "library as place." The Fall 2013 implementation of the LibQual+ survey produced 1,315 responses and followed dramatic improvements to the physical space, as well

as the provision of new and innovative services and technology. There was continued improvement in the perception of the "library as place" when compared to the 2011 and 2010 results, including a number of encouraging statements regarding the addition of the SMART Lab, additional furniture and study areas, and the new computing options added, both desktop and portable. Respondents also commented positively on the addition of the Digital Learning Studio (DLS) and the availability of multimedia equipment and services. Among the faculty's positive comments included the improved facilities and quantity of collections. Faculty concerns regarded the level of noise in the library. Graduate students were very complimentary about services such as ILL; however, they expressed concern about lack of quiet study space and the need to expand weekend hours. Undergraduates were very complimentary about the increase in laptops to checkout and the new DLS. Their concern focused on the need for more study rooms and quiet seating areas. Additional information on library assessment is provided in *Comprehensive Standard 3.3.1.3 (Institutional Effectiveness.*)

Other Learning Resources

Several other learning resource centers and online collections, not under the direction of the Libraries, provide faculty and students access to specialized materials, services, and technology.

USF Herbarium

The USF Herbarium, with nearly 230,000 botanical specimens, is the second largest collection in Florida, the seventh largest in the southeastern United States, and ranks in the upper third of the world's herbaria in size. The facilities are located in the Life Sciences Building (LIF) on the USF Tampa Campus. The Herbarium Library contains almost 3,000 books, over 7,000 reprints and journals, an extensive map collection, and a microfiche collection. Most Herbarium materials are accessible from the Libraries online catalog.

Visual Resource Center

Operated by the College of The Arts, the Visual Resource Center (VRC) primarily supports the teaching and research interests of the faculty and students in School of Art & Art History, but the VRC facilities and collections are available for use by all USF faculty, students, and staff. The Digital Image Database (DID) now contains over 16,000 images. Faculty and teaching assistants can access the database online to create "slideshows" for presentation in class, and students with a valid USF NetID can login to study images. Visual formats collected by the library include slides, digital images, videotapes, DVDs, CDs, and laser discs. The VRC also maintains a small cataloged collection of books and periodicals. The contents of the collections reflect the teaching interests of the faculty with emphasis on Western art from the Medieval period to the 20th century.

Career Services

A collection of approximately 400 career-focused print resources is housed in the Career Services Office (SVC 2088) and a smaller collection of reference sources on the first floor of the Tampa Library to help students with resume writing, locating employers, and finding information on internship opportunities.

Center for Advanced Medical Learning and Simulation

The Center for Advanced Medical Learning and Simulation[25] (CAMLS) is a 90,000 sq. ft., state-of-the-art, three-story facility opened in 2012 and dedicated to health education and training for individuals and teams. CAMLS integrates simulation technology, aviation science, team training, and evidence-based best practices into innovative programs with measurable outcomes. CAMLS combines cutting-edge simulation with research and innovation to move the latest advances in healthcare into practice. The Training center has had 4,437 learners from May to December 2012. CAMLS is accredited by the American College of Surgeons as a Comprehensive Accredited Education Institute, and by the Society for Simulation in Healthcare. CAMLS is the first designated American College of Cardiology Center of Excellence in Education and Training and a member of the American College of Obstetrics and Gynecology Simulation Consortium.

iTeach Lounge

TheiTeach Lounge is housed in the USF College of Education and is open to the USF community. The iTeach initiative resulted in the creation of a special location that targets beginning teachers and supports them in their intensive preparation with digital technologies. The lounge provides 50 laptops and 15 video cameras as well as a small video studio for recording purposes. In the 2011-12 academic year, the iTeach Lounge provided 168 workshops attended by 827 faculty members and students. Workshop evaluations show an average approval rating of 97%.

Advanced Visualization Center

TheAdvanced Visualization Center is available to faculty, staff, and students as an educational facility and advanced technology resource. The center has two areas: the Visualization Auditorium, located in the Physics building, is equipped with an large high-resolution display wall, and the Visualization Lab, located in the Science Center, is equipped with six group workstations and an instructor station.

College of the Arts Video Animation and Digital Arts Studios

The Video Studio has a 17-station Mac Lab. It is equipped with an array of video, audio, animation, compositing, image editing, and Web-designing software. Additionally, the studio has

a "Media Cage" where students check out video cameras, a state-of-the-art DSLR camera, tripods, microphones, digital audio recorders, Wacom Tablets, and other regularly upgraded gear to complete their creative work. The dedicated Animation Studio is a 16-station Mac-based lab and is equipped with an array of animation, digital modeling, video, compositing, and image editing software, including Autodesk Maya, Pixologic's Zbrush, After Effects, Adobe Premiere, Maxon Cinema 4D, and Dragonframe, along with other supporting software.

Lit2Go

Lit2Go is a free online collection of stories and poems in Mp3 (audiobook) format. An abstract, citation, playing time, and word count are given for each of the passages. Many of the passages also have a related reading strategy identified. Each reading passage can also be downloaded as a PDF and printed for use as a read-along or as supplemental reading material for the classroom. This collection of children's literature is a part of the Educational Technology Clearinghouse and is funded by various grants and maintained by the Florida Center for Instructional Technology, College of Education, at the University of South Florida.

3.8.2 The institution ensures that users have access to regular and timely instruction in the use of the library and other learning/information resources. (Instruction of library use)

Compliance Status: Compliant

USF Libraries has a long tradition of providing services[1] on how to locate, select, evaluate, and access information and learning resources necessary for academic success to students and faculty in the colleges within USF Tampa.

The Hinks and Elaine Shimberg Health Sciences Library[2] (SHSL) is located on the west side of campus and provides instructional services to its primary patrons who are affiliated with the USF Health community: the faculty and students within the Colleges of Medicine, Nursing, Pharmacy, and Public Health and the Schools of Biomedical Sciences and Physical Therapy & Rehabilitative Sciences.

USF's Libraries Instruction Program is staffed by 13 teaching librarians and administered by the Assistant Director for Library Instructional Services. This team is responsible for the design, development, implementation, and assessment of information literacy curricula to both on-campus and distance-learning populations. Instruction is delivered using a variety of mechanisms, formats, and modes to meet the needs of diverse groups of students and faculty.

In addition, teaching librarians regularly engage in instructional outreach events and ongoing partnerships with other academic departments. The Assistant Director also has responsibility for developing and delivering training for faculty librarians to enhance and improve pedagogical knowledge and skills. Additional information on access to learning/information resources is available in *Core Requirement 2.9 (Learning Resources and Services.*)

Mission and Goals

The Libraries' instruction program strives to support the strategic initiatives of the University as well as the Libraries' Vision, Mission, and Goals[3]. In so doing, the Libraries' Instruction Program works diligently to expand instructional services through the use of technology, continuous assessment, and faculty collaboration. Library Instruction consists of four components all supported by outreach activities and improved through assessment[4]: course-related instruction, Research Rescue, self-paced learning tools, and research consultations.

SHSL instruction statistics are reported to the Association of Academic Health Science Libraries[5] (AAHSL). Librarians in the SHSL offer general and subject-specific library instruction through classes, orientations, instructional outreach, and online instructional modules/tutorials and are available to answer questions about library resources and services. Librarians consult with USF Health faculty to integrate online and traditional library resources into the curricula and have liaison relationships with the College of Pharmacy (COP) and the School of Physical Therapy & Rehabilitation Sciences (SPTRS). The COP relationship involves course preparation/delivery, student support, textbook ordering, and participation in accreditation and curriculum committees. The SPTRS relationship involves course preparation/delivery and faculty support.

The USF Libraries Instruction Program uses a variety of pedagogical methods and platforms, instruction curricula, and resources. These are designed to prepare students to

- accurately define and assess information needs as they relate to research;
- critically evaluate information sources for reliability, accuracy, and authority;
- apply selected information to accurately satisfy information needs; and
- use information ethically and legally.

Instructional activities conform to the Association of College and Research Libraries (ACRL) *Guidelines for Instruction Programs in Academic Libraries,* and the ACRL *Information Literacy Competency Standards for Higher Education* inform the program.

Instructional Activities

Teaching librarians collaborate with faculty to present course-related instruction sessions face to face in the libraries' three teaching labs, inside Special Collections on the fourth floor, and in the small specialty library at Florida Mental Health Institute Library (FMHI). In addition, the Digital Learning Studio[6] (DLS) provides one-on-one instruction for the creation and use of digital multimedia objects in research projects. Online instructional sessions are presented using software available through Canvas, the University's course management software, and Blackboard Collaborate. Faculty are further encouraged to include links to online research guides, tutorials, and librarian information in their course modules. By default, library course guides are included in all courses housed within the Canvas course management system.

Librarians serve the instructional needs of distance learners by online, course-related instruction when requested by faculty (approximately 10% of all annually requested instruction). Teaching

librarians also deliver instruction to students through one-on-one consultation sessions, which can take place in the librarian's office, on the phone, online using Blackboard Collaborate, or through online chat when students log in to Ask-A-Librarian. Online tutorials are self-paced with built-in assessments so students can gauge their comprehension of research techniques and concepts. Novice learners, both on- and off-campus (i.e., distance learners) are able to understand the basics of library research through the Research 101 tutorials, which focus on logging in, locating materials, learning the catalog, and accessing article databases. Subject and course guides provide additional guidance to resources and are automatically linked to courses in the course management system. Tutorials are also embedded within course modules in addition to subject guides. Skill-specific workshops offered through the Libraries program Research Rescue[7] are offered both face to face and online (Research Rescue Usage, 2012)[8].

While teaching librarians deliver most of instruction as independent workshop sessions and not through a course, new partnerships with academic programs have recently created the opportunity for librarians to teach within the context of a credit course. One example of this is a globally focused information literary course (LIS 2005) for the Global Citizenship General Education Program. In addition to program-wide efforts, a one-credit, online Information Research Strategies course has been developed and taught at the doctoral level for the Adult, Career, Higher Education program, ECT 7768.

Librarians communicate the availability of library instruction and consultation sessions to students and faculty via prominent links from the Services menu on the USF Libraries website, through faculty email communication, and in advertisements positioned within the University's learning management portal. In addition, librarians disseminate information specifically concerning Research Rescue workshops through in-house informational posters, website advertisements, and email blasts targeting faculty members. For course-related instruction, librarians work directly with faculty to design and deliver sessions. Orientations in fall semesters provide additional venues to introduce new faculty and graduate students to library instruction services.

Course-related Instruction

The core of the instruction program has historically been instructor-scheduled face-to-face sessions held in the Tampa Library teaching labs. However, the increase in the number of online courses and distance learners has required USF Libraries to increase the number of course-related online instruction sessions, learning tools, and self-paced tutorials that are available 24 hours a day, seven days a week.

Instructors fill out an online form[9] and request that a session be delivered online or face to face and may request a specific librarian. Usually requests are only for one session during the term, but librarians often negotiate for additional time in the syllabus, especially for graduate, research-intensive courses. Instructors may also request a Special Collections Research Consultation Request, where librarians and archivists discuss the content and context of various primary-source collections. Course-related instruction, whether delivered inside the library or online, has provided the best environment for faculty-librarian collaboration and the development of learning outcomes, which dovetail with the course objectives.

The phenomenon of the "embedded" librarian propelled USF librarians at the Tampa Library to experiment with different forms and levels of engagement with students in the online course environment. In partnership with the instructor, librarians have developed assignment-specific activities and engaged in synchronous or asynchronous discussions with the students about the research process. Some librarians have found that embedded strategies allow them to have a much more meaningful relationship with students, since interactions are not limited to a "one-shot" face-to-face information session.

Statistics[10] for the USF Tampa Library instruction program for the past 10 years are gathered monthly and annually and analyzed for instruction improvement.

In Fall 2011, USF Libraries initiated the Research Rescue program, which was designed to target novice library users and to fill the instruction needs of students outside of faculty-requested course instruction. Two components of this program are Research 101 and Beyond the Basics. Both are delivered through online and face-to-face workshops and supported by online, self-paced tutorials. Research 101 presents an overall introduction to library services and how to search using the catalog and the library's discovery tool, FindIt. Beyond the Basics offerings average about 20 workshops per semester, and topics vary from "Conducting a Literature Review" and "Locating Primary Sources" to using bibliographic citation management tools, such as Endnote and RefWorks.

The program has had a great deal of success in the online formats, but student attendance for the face-to-face workshops has not been strong. For example, Research 101 online, a comprehensive series of tutorials on how to use the library, served over 2,200 students in Fall 2012, while the Research 101 face-to-face workshops addressed the needs of only 38 students. Highest attendance for the face-to-face workshops occurred when a number of faculty required students to attend one of the workshops, and the Library provided "credit" certificates to students. There have been challenges to sustaining this method when syllabi change and courses are taught by rotating faculty. Efforts to publicize and promote workshop registration have been somewhat successful; however, student follow-through from registration to workshop attendance is approximately 50%. To address this, USF Libraries has made a variety of promotional and communication efforts, including directly emailing each registrant.

Consultations

Another pillar of the Libraries' instruction program are the one-on-one consultations that students, faculty and community researchers can schedule to obtain focused, individualized instruction on their research topics. Since the 2007-08 academic year, USF librarians have scheduled over 4,072 hours of consultations with faculty, graduate and undergraduate students, and community members. Scheduled consultation sessions saw a decrease between the 2007-08 and 2009-10 academic years, with a marked increase thereafter, from the 2010-11 academic year forward. The extraordinary escalation in the number of consultation hours between the 2009-10 and 2010-11 academic years can be explained by a merger that occurred between library departments and service points as the result of an organizational restructuring, as well as the implementation of a more prominent and uniformly utilized Web-based consultation request form. Prior to that time, at least two different library departments offered consultation services, and the reporting of hours was inconsistent. With the successful restructuring and cultural shift, combined with a consolidated methodology for tracking requests, the accuracy of gathered consultation data has been assured. In fact, the number of research consultations[11] since

2011 continues to trend upward, with a 240% increase from the 2011-12 academic year to the 2012-13 academic year.

Self-paced Learning Tools: Online Guides and Tutorials

To address the need for increased access to information literacy instructional materials without a corresponding increase in staffing levels, the Library has created an extensive collection of online guides, tutorials, videos, and other learning objects designed to provide users with timely access to asynchronous instruction, regardless of time or location. Many of these are accessed through the Libraries' YouTube Channel[12]. For the 2013 calendar year, the USF Libraries' online tutorial videos were viewed over 11,000 times[13].

In 2012, the USF Libraries hired a new Instructional Technology/ Blended Learning Librarian tasked with leading the development of online videos and tutorials designed to instruct users on some of the most frequently requested subjects. This hire has allowed the Libraries to assume a leadership role in the production of video tutorials and other learning objects. These subjects include connecting to library resources from off campus, performing basic and advanced searches in the USF Library Catalog and with the discovery tool, and using books versus articles. A more extensive tutorial module with explanatory text as well as embedded videos, called "Research 101," was developed to provide a more comprehensive review of the basic research process. In addition, Research 101 includes stand-alone tutorials on how to locate materials using article databases and obtaining help from the Ask-A-Librarian service. Users can view these online resources on both traditional computers and mobile devices, such as tablets and smart phones.

Library Instruction Assessment Activities

The Libraries instruction program engages both formative and summative assessment activities. Over the past five years, each librarian has determined the type of assessment to conduct for his or her instruction sessions. Types of formative assessments include pretests to determine pedagogical strategies for a session, student experience and satisfaction surveys used to gauge teaching effectiveness, and reflection exercises that seek to delve deeper into the students' experiences with library instruction.

In many cases, the same survey instrument designed to gather formative feedback has been used and adapted for specific courses. For example, the First Year Composition (FYC) program has integrated information literacy skills into assignment outcomes and has incorporated formative feedback for library instruction into the end-of-semester student assessment of instruction delivered through the course management system, Canvas.

To address the gap in the number of available staff, the librarians conducted a "train the trainer" session for the FYC instructors, so that they could engage in information literacy instruction with those FYC classes that could not be accommodated through the library instruction program. Yet, despite these efforts, anecdotal evidence has shown the "train the trainer" strategy did not yield the desired outcome.

As a result, in 2012, the Assistant Director for Instructional Services developed a series of interactive online library instructional modules that met the specific needs of the FYC curriculum and encouraged instructors who could not be accommodated by the Libraries' instruction program to incorporate these modules into their course's online component housed within Canvas.

Additionally, 2012 marked the development of a more unified effort to implement a programmatic approach to summative assessment of the Libraries' instruction program. Building on the existing partnership with the FYC program, a standardized set of measurable learning objectives for all information literacy instruction sessions delivered to FYC classes was drafted and implemented with a corresponding skills assessment to be administered to students two to six weeks after the library instruction session had taken place. The skills assessment consisted of five questions relating directly to the lesson objectives. Students who completed the 2013 skills assessment[14] demonstrated an overall success rate of 75%.

Another program-wide summative assessment effort involved the Libraries' collection and analysis of student attendance data in library instruction and its possible correlation to improved performance in the course. For example, analysis of 2012 grade data[15] from FYC students enrolled in ENC 1101 has shown that students who attend library instruction sessions as part of their course earn a higher overall course grade than those students who either receive information literacy skills instruction from their instructors or do not receive instruction at all.

The results from formative assessments have been used by individual librarians to evaluate their instruction and to adapt the design or delivery of the instruction to better meet the needs of students. This type of assessment is ongoing and recursive in nature. As students' experiences are assessed, pedagogy is adjusted, and students are once again asked to provide feedback, continuing the cycle.

In late Fall 2013, the Library and Innovative Education (which coordinates and develops online learning at USF) jointly developed and distributed an online survey[16] to the USF distance-education (DE) population. The survey included a total of eight questions that assessed a range of topics, from student awareness of library resources and services, to the manner in which students access their online courses, to their awareness of IT support. Regarding DE student awareness of library services such as instruction, only 8% of 421 respondents indicated that they were not aware of library resources and services. However, only 10% of respondents' knowledge of library resources and services came directly from an online orientation by librarians. The majority cited other sources, such as their instructor or experience exploring the USF website on their own. To address the lack of direct involvement of librarians in online orientations for distance learners, the Libraries created an introductory video specifically for this audience that will be incorporated into all future online orientations. This survey data, together with pertinent comments from DE students, such as, "I would have greatly appreciated being given a detailed overview of the use of library resources at the beginning of my matriculation at USF," will help librarians expand awareness about resources through improved orientations to both faculty and DE students.

3.8.3 The institution provides a sufficient number of qualified staff - with appropriate education or experiences in library and/or other learning/information resources - to accomplish the mission of the institution. (Qualified staff)

Compliance Status: Compliant

The University of South Florida (USF) Libraries[1], which consist of the Tampa Library and the Florida Mental Health Institute (FMHI) Library, provide human resources to support the research, teaching, and service mission of the University. Best practices, as identified by the Association of Research Libraries (ARL), the Association of College and Research Libraries (ACRL), and the Association of Southeastern Research Libraries (ASERL), as well as the University's peer institutions, are drawn on when establishing staffing plans and associated programs. The FMHI Library, which provides services and resources to the Louis de la Parte Florida Mental Health Institute, is an integral part of the main library. The only other library facility on the Tampa campus is the Hinks and Elaine Shimberg Health Sciences Library[2] (SHSL), which provides services and resources to the colleges of USF Health.

The Libraries' staffing levels[3] in 2014 consisted of 27 professional librarians, 13 administrative and professional appointments, 37 classified support staff, and approximately 40 FTE temporary employees, most of which are USF-enrolled students. SHSL has a total staff of 14.

According to the latest information available for the 37 members of ASERL, in 2013 USF served 42,058 students, which includes full-time and part-time students, graduate and undergraduate students, and on-campus and distance-education students. As shown in the ASERL Library Staff to Student Ratios table[4], USF Libraries' ratio of student per library staff was 402 to 1. Of the 37 ASERL academic libraries, USF ranks 36th.

All 27 of the Libraries' professional librarians hold a master's degree in librarianship from an ALA-accredited program, which the Association of College and Research Libraries calls "the appropriate terminal professional degree for academic librarians." Thirteen of the 27 professional librarians hold additional advanced degrees in such fields as history, English literature, fine art, education, instructional systems, and industrial management that augment their effectiveness. The SHSL's Faculty and Administrative Appointments form[5] shows that they have 5.75 librarians, of which three librarians have attained membership at the distinguished level in the Academy of Health Information Professionals of the Medical Library Association. SHSL has two administrative/professionals, nine support staff[6], and a total of three FTE temporary employees.

USF Library Faculty Appointments

The Tampa Library's Faculty Appointments form[7] provides information about job responsibilities, education, and professional development.

USF librarians are classified as non-tenured faculty but are eligible for promotion. The ranks of promotion are as follows:

- Assistant Librarian
- Associate Librarian
- University Librarian

The Library's faculty develops criteria, subject to the approval of the Library Dean and Provost and Executive Vice President, for the evaluation and promotion of librarians, consistent with the United Faculty of Florida (UFF) Collection Bargaining Agreement. The promotion process takes into account job performance, scholarly activity, and service to the University and to the profession. Librarians also participate in shared governance of the University and, as such, are eligible for research leaves, grant activity, and other opportunities offered to faculty, including representation on the USF Faculty Senate and the UFF. Librarians also serve on various University committees that focus on such areas as undergraduate and graduate research and programs, the classroom experience, and initiatives that address student success.

Initial appointments to the Libraries faculty are the result of a national, and when advantageous, international recruitment and selection process. The Dean of Libraries appoints search committees, representing a wide range of interests within the Libraries and the profession, which function within the guidelines of the University's Diversity & Equal Opportunity Office. Minimum recruitment qualifications are consistent with standards and guidelines set by ACRL's "Standards for Faculty Status in College and University Libraries," which include possessing the terminal degree, demonstrating predetermined qualifications, providing evidence of the ability to participate in the profession and to successfully engage in research and scholarship.

USF Library Administrative/Professional Appointments

The Administrative/Professional Summary Institutional Form[8] provides information about job responsibilities, education, and professional development.

There are thirteen administrative/professional appointments in the Tampa Library. Of the thirteen, ten have graduate degrees directly relevant to their responsibilities which include communications and marketing, donor development, web design, digital archives and electronic publishing. Recruitment and selection mirrors that of the faculty, being the result of a national selection process, vetted and reviewed by a search committee working within the guidelines of the university's Diversity & Equal Opportunity Office.

USF Library Staff Appointments

The Library Staff Summary Institutional Form[8] provides information about job titles and education.

In addition to faculty librarians and administrative/professional appointments, USF Libraries employs 37 classified support staff. Library support staff members have bachelor's degrees or the equivalent in experience, two hold master's degrees, and one holds a PhD. This staff carries out responsibilities that support library public and technical services, budget procedures, facilities maintenance and security, and donor relations. The SHSL has six classified support staff and approximately 1.5 FTE temporary student assistants.

Evaluations

Administrative/professional and staff appointments receive annual performance evaluations. The objective of the process is twofold. First, position descriptions are reviewed and matched to performance, ensuring that required duties and responsibilities are being successfully met. Second, evaluations afford the opportunity to initiate plans that would result in professional development and skill enhancement.

Training Opportunities

All USF Libraries employees are encouraged to participate in continuing-education opportunities. In addition to programs offered by the University's Human Resources Organizational Development, such profession-specific organizations as ARL, OCLC, and the Tampa Bay Library Consortium offer face-to-face and electronic training opportunities. Announcements of such training opportunities are routinely distributed. The USF Library demonstrates commitment to continuing education and professional engagement by allowing released times and, when possible, required funding. The University makes available approximately 9% of the operating budget ($45,000) annually for this purpose, as outlined in the Travel (Tampa Library) Policy TLB 146[9].

In addition, librarians at the SHSL are required to pass the Medical Library Association (MLA)-certified continuing-education courses as a condition of employment. All Shimberg librarians regularly attend professional meetings and conferences.

3.9 Student Affairs and Services

3.9.1 The institution publishes a clear and appropriate statement of student rights and responsibilities and disseminates the statement to the campus community. (Student rights)

Compliance Status: Compliant

The University of South Florida (USF) publishes a Student Code of Conduct (USF Regulation 6.0021)[1] pertaining to all students. This policy sets forth conditions for a learning community designed to foster collaboration, open communication, mutual respect, and inclusiveness among students, faculty, and staff as they engage in the education and learning process. Student rights[2] include freedom of expression, freedom of assembly, and the right to a learning environment free from harassment, discrimination, and violence. Student rights also include due process procedures used to adjudicate incidents of alleged student misconduct. The Student Code of Conduct clearly states that students are responsible for compliance with both public laws and University rules and regulations[3], and it also presents information pertaining to educational sanctions for violations of the Student Code of Conduct. Additional information on USF policies is provided in *Comprehensive Standard 3.4.5 (Academic Policies)*. Student complaint procedures are provided in *Federal Requirement 4.5 (Student Complaints).*

The Student Code of Conduct is published on the Office of General Counsel Policy and Regulation website[4]. Links to the regulation are also provided in the Student Handbook[5], which is published annually by Student Government, and on the Office of Student Rights and

Responsibilities website[6]. The Student Code of Conduct is also referenced in multiple sections of the Undergraduate and Graduate Catalogs. Rules associated with academic integrity (USF Reg. 3.027[7]), and classroom disruption (USF Reg. 3.025[8]) are published in the Undergraduate[9] and Graduate[10] Catalogs, along with procedures for responding to allegations of violations.

In addition to the Student Code of Conduct, to ensure the comprehensive rights of students, Florida Statute 1006.50 [11]requires that each community college and state university compile and update a student handbook annually that includes, but is not limited to, student rights and responsibilities and appeals processes, which is actually the Student Code of Conduct at USF. At the beginning of the academic year, the Dean for Students sends an email[12] to all students informing them of their rights and responsibilities as a student at USF and refers them to the Student Code of Conduct. Furthermore, to remain in compliance with this aforementioned statute, information pertaining to the most current printed copy of the Student Code of Conduct is located in the Student Handbook that is made available to students at the beginning of each year and during various new student orientation programs. Printed copies of the Student Handbook are available throughout the year at various offices around the University, including but not limited to the Marshall Student Center information desk; the Office of the Vice President for Student Affairs, Dean for Students Office; and the Office of Student Rights and Responsibilities.

3.9.2 The institution protects the security, confidentiality, and integrity of student records and maintains security measures to protect and back up data. (Student records)

Compliance Status: Compliant

The University of South Florida (USF) protects the security, confidentiality, and integrity of its student records by adhering to all applicable state and federal laws, as well as by monitoring and adopting current industry standards and best practices.

The federal and state laws and regulations include the following:

Federal
Family Educational Rights and Privacy Act (FERPA[1])
HIPAA: Notice of Privacy Practices[2]
Gramm-Leach Bliley Act (GLB)[3]

State
Florida Statute 119.071(4), Florida Open Records Act (Sunshine Law)[4]
Florida Statute 119.0714(3), Florida Social Security Number Protection Law[5]

The USF regulation governing the handling of student records is USF Regulation 2.0021[6], Student Records, which outlines policies and procedures by which USF protects the security, confidentiality, and integrity of all records containing personally identifiable information (academic and non-academic), and establishes special security measures to safeguard and back up student education records. To facilitate a student's control over the level of disclosure of their Student Directory Information, the Registrar's Office has established URO 201-05, Student Records Policy, Privacy[7].

The USF Office of the Registrar is responsible for the security, confidentiality, and integrity of student education records and for establishing procedures to protect student information. To inform University faculty, staff, and administrators about responsibilities in the access, use, release, security, retention, and disposal of student records information, the Office publishes the Student Records Management Manual[8] and provides training in the Federal Educations Rights and Privacy Act (FERPA) for University staff who handle student records. Such staff must pass a FERPA Tutorial[9] as a prerequisite to being granted access to student education records.

Definition of Student Records

Student records are defined within the scope of FERPA and also included in the Student Records Policy. FERPA affords institutions the discretion to define what elements are considered directory information and thus may be released, as opposed to confidential or sensitive information items under the Act. USF defines student records as all educational records within the scope of FERPA and includes all records, files, documents, and other materials containing information directly related to a student and maintained by persons acting on behalf of the institution. Such records do not include the following:

- sole possession records: records kept in the sole possession of the maker, which are used only as a personal memory aid and are not accessible or reviewed by any other person except a temporary substitute for the maker of the record;
- employment records, provided that employment is not contingent upon being a student; and
- law enforcement records: records collected about an individual after that person is no longer a student.

Pursuant to the requirements of FERPA, the following types of information are designated by law as "directory information" and may be released via the University's official media: student name, local and permanent addresses, telephone listing, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, full- and part-time status, and the most previous educational agency or institution attended. The online University Directory contains only the following information: student name, local and permanent address, telephone listing, classification, and major field of study. The directory and other listings of "directory information" are made available or circulated in the course of University business and, therefore, are accessible to the public, as well as to students, faculty, and staff.

Informing Students of Their Rights

In accordance with the Student Records Policy, each year USF publishes a notice of student rights in the Undergraduate Catalog[10] and Graduate Catalog[11]. This notice informs students of their rights under FERPA and sections 1002.225[12] and 1006.52[13] of the Florida Statutes. USF has also developed a Privacy Policy Information webpage[14] where students can review their rights and update their level of disclosure. A FERPA Waiver Request Form[15] provides

students a means to give USF permission to disclose non-directory and/or academic information to a designated third party (e.g., parent, guardian, etc.).

Specific Security Procedures

Student records in every office and on every campus are housed in a locked or secured place, and electronically accessible records require a login and password to access them. Additionally, information in the student systems is regularly backed up, archived, and stored at off-site locations.

The primary offices dealing with confidential student records are the Counseling Center for Human Development, Student Health Services, Student Disability Services, Student Rights & Responsibilities, and Housing & Residential Education.

The Counseling Center keeps its records in locked file cabinets in the Medical Records Room. Issues of confidentiality, privacy, and security regarding psychological records are enforced by state and national rules, laws, and standards that regulate psychology as a discipline, relevant accreditation boards, and USF policies. The Counseling Center adheres to the USF Information Disclosure and Confidentiality Policy 0-019[16], the Health Insurance Portability and Accountability Act (HIPAA)[17], the Ethical Principles of Psychologists[18], the Standards for Providers of Psychological Services[19], Florida Statute 490.0147, Confidentiality and Privileged Communications,[20] and Florida Administrative Code 64B19, Psychological Services[21].

Student Health Services (SHS) is organized to ensure that privacy and security issues regarding medical records are confidentially addressed. The Health Center's Medical Records Manual outlines protocol for chart protection, order, maintenance, transfers, procedures for charting, and storage with particular interest in guarding the confidentiality of records. SHS does not accept blanket releases of information. Each health incident requires a separate release. SHS complies with HIPAA rules[2] and regulations that address electronic submission of records in regard to privacy and security. Student files are centrally located in a locked room with a keypad lock. Staff members are not allowed to keep records in their offices after hours, nor are they allowed to remove them from the building at any time. After seven years of non-activity, student records are shredded on site. Confidentiality and security of records is discussed with parents and students at orientation and at every outreach presentation.

In the **Office of Student Disability Services**, student records are accessible only to authorized program staff. Appropriate physical security is maintained at all times. Student information databases are password-protected, and all authorized staffs are required to sign a confidentiality statement and participate in orientation and training about confidentiality issues. Confidential information is released only when requested by the student in writing, with the student's signature.

The **Office of Student Rights & Responsibilities** maintains student records in a centralized lock-and-key filing system within the main office. Office personnel are required to sign a confidentiality clause, and students with a disciplinary record must sign a Disciplinary Records Release Form[22] if they request that a guardian or parent have knowledge of the record. The integrity of case adjudications is balanced by a sanction guideline within the Student Code of Conduct (USF Regulation 6-0021, Section 7, Sanctions[23]), by due process rights, and by consultation with staff. For complete Student Code of Conduct see USF Regulation 6.0021[24].

The records of students that have been maintained for five years or longer are destroyed upon the approval of a Record Disposition Request via the State Department of Education in Tallahassee, Florida.

Housing & Residential Education maintains student records concerning contracts and leases, personnel files, judicial files, and address and telephone rosters. Students may request confidentiality of their contact information, and their name will be removed from rosters that were given to area offices. Student files are kept locked in file cabinets and are shredded on a timetable issued by the University.

Other offices that deal with student records include Orientation, Financial Aid, and Student Support Services, as well as several Admissions offices (Undergraduate, Graduate, International, College of Medicine). All of these units adhere to institutional, state, and federal policies governing the rights to security, privacy, confidentiality, and integrity of student records. Admissions records become part of the student's cumulative academic records once the student enrolls. Staff in these units are trained to carry out procedures in compliance with the USF Student Records Manual. Individual academic offices also train their staff in FERPA regulations and keep student records secure at all times.

Electronic Data Security

USF has maximum security protections designed into its data processing systems, including disaster recovery/business resumption procedures[25]. Back-ups of data and extra copies are stored in secure off-campus locations as a safeguard against destruction, system failure, and other manmade or natural disasters. Business Resumption procedures have also been developed by USF IT personnel and the "warm site" is regularly tested.

Security Breaches

The Office of the Registrar has developed several guidelines to manage physical security[26], electronic security[27], and the retention and disposition of record[28]. The Office of the Registrar promptly investigates any internal infractions or violations of usage. In investigating and responding to external or third party security breaches, the Office follows the Department of Education recommendations[29] on safeguarding personally identifiable information. These include notification to individuals, when appropriate.

3.9.3 The institution provides a sufficient number of qualified staff - with appropriate education or experience in the student affairs area ? to accomplish the mission of the institution. (Qualified staff)

Compliance Status: Compliant

The University of South Florida (USF) employs a sufficient number of qualified Student Affairs staff to accomplish its mission. Student Affairs is primarily responsible for providing innumerable

opportunities for the out-of-classroom development of both undergraduate and graduate students and in a collaborative effort with Innovative Education and USF Health ensures that comprehensive services are provided to all students. Student Affairs focuses on comprehensive programming, services, activities and facilities throughout its 23 departments. Student Affairs is aware of the unique needs of distance-education students and works with Innovative Education to ensure those needs are being met. While students at USF Health are provided specific services to meet their unique needs, each student is informed about and encouraged to utilize the Student Support Services provided on the main campus for all USF students. Additional information on student support services is provided in *Core Requirement 2.10 (Student Support Services.)*

To assure the quality and effectiveness of the Student Affairs programs, under the direction of the Vice President for Student Affairs, highly qualified personnel with appropriate educational and work experiences have been recruited and employed to staff all areas within Student Affairs. Student Affairs adheres to a very thorough process for hiring and retaining qualified staff. Based on fiscal year 2012-13 statistics, Student Affairs employed 347 full-time salaried employees (129 Administration, 218 Staff), 41 graduate assistants, 82 full-time and part-time OPS employees, and 840 student workers during that period.

Student Affairs is committed to the personal, social, civic, leadership, physical, character, and intellectual development of USF students as they live and learn in a diverse and global community. As a result, Student Affairs provides a plethora of opportunities that enhance the ability for students to persist, connect, and apply learning outcomes to their lives. Student Affairs creates engaging, out-of-classroom learning opportunities for students that enhance their success at USF. Student Affairs is dedicated to the work that complements the students' academic pursuits and will continue the intentional engagement of students to help ensure their success while matriculating at USF and beyond.

Student Affairs is organized[1] into clusters, which helps delineate the kind of programmatic area, service, or facility provided to our students. The four clusters include Community Development & Student Engagement, Health & Wellness, Housing & Residential Education, and Student Services & Facilities. The reporting structures for these areas are listed below.

Positions Reporting to the Vice President

Assistant Vice President (Community Development & Student Engagement) and Dean of Students
Assistant Vice President (Health & Wellness)
Assistant Vice President (Residential Experience & Learning)
Assistant Vice President (Student Services & Facilities)
Assistant Vice President (Career Services)
Special Assistant to the Vice President for Strategic Initiatives
Co-Director, Student Affairs Shared Services Center, Business Office
Co-Director, Student Affairs Shared Service Center, Human Resources

Positions Reporting to the Assistant Vice Presidents

Assistant Vice President, Community Development & Student Engagement, and Dean for Students

Associate Dean of Students
Director, Leadership & Civic Engagement
Director, New Student Connections
Director, Office of Multicultural Affairs
Director, Student Government Advising, Training and Operations
Director, Student Rights & Responsibilities
Director, Center for Student Involvement
Director, Fraternity & Sorority Life

Assistant Vice President, Health & Wellness

Director, Campus Recreation
Director, Counseling Center
Senior Director, Student Health Services
Medical Director, Student Health Services
Director, Center for Victim Advocacy & Violence Prevention
Director, Wellness Education
Director, Student Outreach & Support

Assistant Vice President, Residential Experience & Learning

Director, Housing Facilities
Director, Housing Operations & Outreach
Director, Residential Life & Education
Associate Director, Budget & Finance

Assistant Vice President, Student Services & Facilities

Director, Marshall Student Center
Director, Student Publications
Director, Veterans Services
Director, Students with Disabilities Services
Director, Communications & Marketing
Assistant Director, Conferencing & Special Events

Student Affairs Credentialing

All Student Affairs programs and services at USF are directed and staffed by highly trained and qualified professionals with exceptional educational preparedness. Student Affairs created a credentialing process[2] during fiscal year 2010-11 and is currently using this process to maintain and update personnel files on a biannual basis. Student Affairs has adopted a staff qualifications review process that includes the following elements: review of evidence of educational qualifications, appropriate work experience, current job responsibilities, and existing standards for qualification. Professional staff will be reviewed at two levels: by the Assistant

Vice President/Deans or Vice President; and by an overall Student Affairs Professional Staff Credentials Review Committee, appointed by the Vice President.

All professional staff members in Student Affairs are reviewed and credentialed on a biannual basis. The leadership team is a subpopulation of the professional staff credentialed in Student Affairs. The team is responsible for the overall oversight, management, supervision, development, and implementation of Student Affairs programs, services, activities, and facilities. The members of the leadership team listed below are qualified academically and professionally to carry out the responsibilities within Student Affairs and provide oversight of the various areas of Student Support Services on the Tampa Campus (Qualified Staff Summary Form - Student Affairs[3]).

Student Affairs Executive Team

Vice President for Student Affairs (Thomas Miller)
Assistant Vice President & Dean of Students (Michael Freeman)
Assistant Vice President for Health & Wellness (Eric Hunter, Interim)
Assistant Vice President for Student Services & Facilities (Guy Conway)
Assistant Vice President for Residential Experience & Learning (Ana Hernandez)
Special Assistant for Strategic Initiatives (Carmen Goldsmith)
Co-Director of Student Affairs Shared Services Center, Business/Finance (Melody Rainey)
Co-Director of Student Affairs Shared Services Center, Human Resources (Jennifer Carter)

Student Affairs Leadership

Associate Dean of Students (Danielle McDonald)
Director of Campus Recreation (Chris Marks, Interim)
Director of Center for Leadership & Civic Engagement (Todd Wells)
Director of Center for Student Involvement (Monica Miranda)
Director of Communications & Marketing (Renee Hunt)
Director of Counseling Center (Ann Jaronski)
Director of Fraternity & Sorority Life (Viancca Williams, Interim)
Director of Marshall Student Center (Sujit Chemburkar)
Director of New Student Connections (Keri Riegler)
Director of Office of Multicultural Affairs (Aziz Talbani)
Director of Residential Life & Education (Linda Kasper)
Director of Housing Operations & Outreach (Andrew Johnson)
Director of Student Government Advising (Gary Manka)
Senior Director of Student Health Services (Diane Zanto)
Director of Student Publications (Jay Lawrence)
Director of Student Rights & Responsibilities (Winston Jones)
Director of Students with Disabilities Services (Deborah McCarthy)
Director of Veterans Services (Lawrence Braue)
Director of Victim Advocacy & Violence Prevention (Nanci Newton)
Director of Wellness Education (Jennifer DiPrete)
Director of Student Outreach & Support (Jennifer Larson)

Professional Development

The various training and professional development growth opportunities for Student Affairs take place in three facets: USF Organizational Development, Institutional Member/Student Affairs Professional Organizations, and Student Affairs In-house Professional Development Plan.

USF Organizational Development

Through professional development offerings and programs, USF employees are able to learn new skills and knowledge; advance existing skills; and stay up to date with changing technology, policy/procedure information, and professional practices. Professional development activities include classroom training, online learning modules, certificate programs, and customized learning initiatives.

Institutional Member/Student Affairs Professional Organizations

The University and Student Affairs hold membership in various professional organizations, allowing for the continuous professional development of staff members through annual conferences, institutes, workshops, and webinars. Student Affairs professionals are involved in leadership positions within these organizations serving as officers, faculty members, or on their respective boards. Several of these organizations that are specific to Student Affairs include the following:

American College Counseling Association (ACCA)
American College Health Association (ACHA)
American College Personnel Association (ACPA)
American Counseling Association (ACA)
Association of College Unions International (ACUI)
Association of College and University Housing Officers – International (ACUHO-I)
Association of Collegiate Conference and Event Directors – International (ACCED-I)
Association of Fraternity/Sorority Advisor (AFA)
Association of Student Conduct Administrators (ASCA)
National Association for Campus Activities (NACA)
National Association of Student Personnel Administrators (NASPA)
National Intramural and Recreational Sports Association (NIRSA)
Southern Association for College Student Affairs (SACSA)
Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)

Student Affairs In-house Professional Development

The Student Affairs Professional Development Plan provides targeted opportunities for professional development and growth. The Student Affairs Professional Development Calendar[4] incorporates all of the opportunities that are available to team members, and, based on their areas of interest, team members are able to register and participate in the various programs. The Student Affairs Professional Development Plan includes Career Mentoring, Individual Development Plan, In-Service Training/Monthly Workshops, New Employee Orientation, Professional Development Retreats, Semester Update Meetings, and Student Affairs Blog.

Professional Student Services - USF Health

Each of the Student Affairs programs in the Colleges of USF Health--Medicine, Nursing, Pharmacy, and Public Health--is led by a qualified professional (Qualified Staff Summary Form - USF Health[5]) at the Associate or Assistant Dean level with the appropriate academic credentials and qualifications, including the doctorate degree and the requisite experience as mandated by program-specific accrediting bodies. The Associate/Assistant Deans report directly to the Deans of the Colleges and are charged with carrying out the responsibilities within Student Affairs related to academic support services, admissions, advising, career services, co-curricular activities, community service and volunteer programs, counseling, diversity and student enrichment programs, financial aid, professional development, registration, and student leadership and activities. An Assistant Vice President for Shared Student Services directs and coordinates the activities of the WELL – Center for Wellness, Engagement, Leadership, and Learning.

The Associate/Assistant Deans and the Assistant Vice President participate in ongoing training and professional development activities appropriate for their academic discipline and licensing requirements and related to their duties and responsibilities. All are members of professional associations and are involved in scholarly activities including publications and conference presentations. Several of the Associate/Assistant Deans hold leadership positions in local, state, and national organizations for their respective disciplines.

The Associate/Assistant Deans and Assistant Vice President participate in the University's and respective college's annual performance review process. Position descriptions for Student Affairs professional staff are evaluated and updated on an ongoing basis to reflect the preferred qualifications, as established by accrediting agencies, search committees, and the Office of Human Resources.

iii RESOURCES
3.10 Financial Resources

3.10.1 The institution's recent financial history demonstrates financial stability. (Financial stability)

Compliance Status: Compliant

The University of South Florida's (USF) recent financial history demonstrates its financial stability. Its revenue stream is stable, its expenses are within its budget, and it has made sound capital investments.

USF's audited financial statements are posted on the Controller's Office Website[1]. These reports include Management's Discussion and Analysis; Statement of Net Position; Statement of Revenues, Expenses, and Changes in Net Position; Statement of Cash Flows; and Notes to Financial Statements from the Audited Financial Statements (USF Fin. Audit, YE 2009[2]; USF Fin. Audit, YE 2010[3]; USF Fin. Audit, YE 2011[4]; USF Fin. Audit, YE 2012[5]; USF Fin. Audit, YE 2013[6]).

Financial Position

USF's net assets have increased slightly since fiscal year 2009. The increase is the result of continued investment in the University's facilities and infrastructure and maintenance of balances in unrestricted net assets. Even during the recent economic downturn, which was a global phenomenon, this positive trend reflects the University's financial stability and strengthening financial condition.

FIGURE 3.10.1(1) Net Assets
Source: Financial Audits, University of South Florida, FY 2009-13
($ in millions)
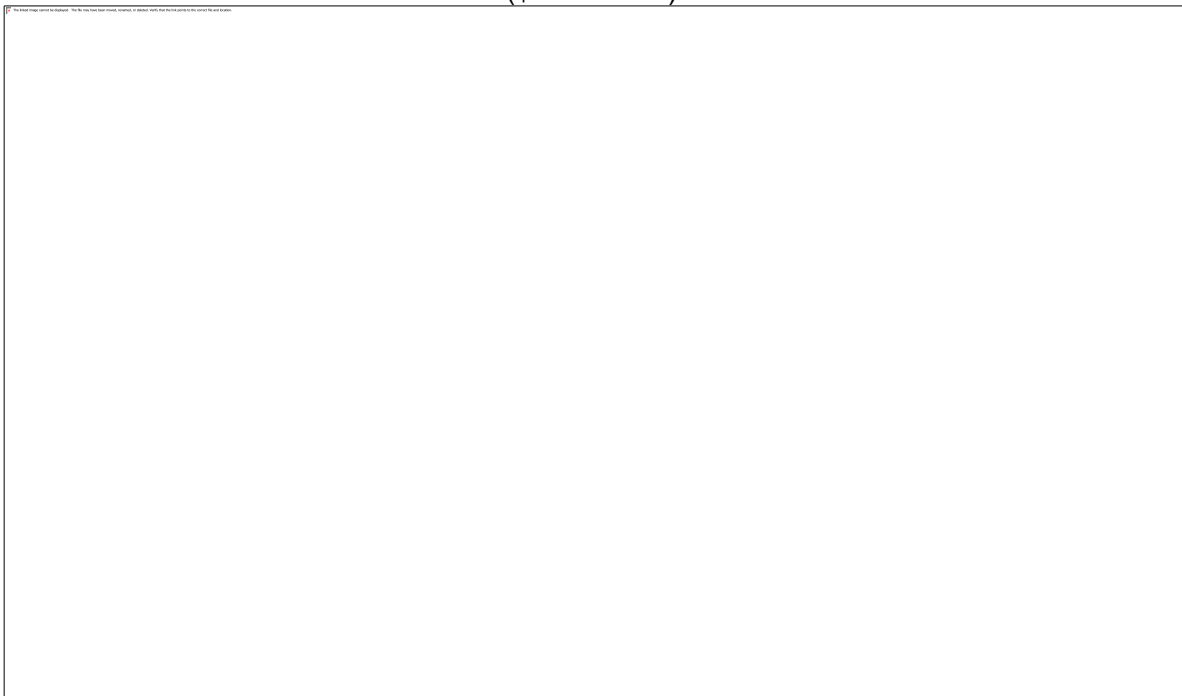
Operating Revenue and Expense Trends

Since 2011, USF's operating revenues have decreased primarily due to budget constraints in the State of Florida. During the same period of time, USF engaged in cost-containment initiatives that maintained its operating expenditure levels. These recent revenue reductions were partially restored in fiscal year 2013-14, and additional restoration is expected in future fiscal years. The restoration of operating revenues coupled with operating expenditure containment will enable USF to fully fund operating expenses with operating revenues in future years.

FIGURE 3.10.1(2) Operating Revenues and Expenditures
Source: Financial Audits, University of South Florida, FY 2009-13.

Operating Revenues = Student Tuition and Fees, Net + Grants and Contracts (including State and Federal Student Financial Aid) +
Auxiliary Enterprises + State Appropriations + Investment Income.
Operating Expenses = Compensation and Employee Benefits + Services and Supplies +
Utilities + Scholarship and Fellowships +
Depreciation Expense+ Self-Insurance Claims + Interest.
($ in millions)

Over the past five years, the percentage distribution of operating revenues has adjusted to account for a smaller percentage of support from state appropriations (from 34% in FY 2009 to 24% in FY 2013). This reduction was offset by increased revenue for student tuition and auxiliary services, which went from a proportionate 16% and 9% in FY 2009 to 23% and 11% in FY 2013, respectively.

Favorable revenue trends in the recent five years (from 2009 to 2013) are comprised of an increase of $36.9 million or 9.5% in Grants and Contracts, an increase of $85.1 million or 52.2% in Tuition and Fees, and an increase of $22.3 million or 24.6 % in Auxiliary Revenue. This is offset by a decrease in State Revenues over the same period; however, total revenues are up by $39.5 million over the five-year period. The University did experience a slight increase of $6.4 million in revenues from 2012 to 2013.

USF's fiscal 2013 operating revenues (including state appropriations, federal and state student financial aid, and investments including interest on asset-related debt) were $1.06 billion, compared to an operating expense of $1.1 billion. Grants and Contracts is the largest source of funding for USF operations, representing 40% of total revenue. Compensation and employee benefits represent 64% of USF's total operating expenses.

While expenditures did exceed revenues for the 2013 fiscal year, it should be noted that USF had a strong balance sheet and had the ability to absorb the reductions in revenue over the last two years (see State Appropriations section for comments regarding restoration of State

Funding). This is validated by the maintenance of an Aa2 rating by Moody's Investor Services[7].

FIGURE 3.10.1(3) Composition of Operating Revenues
Source: Financial Audits, University of South Florida, FY 2009-13
($ in millions)

In terms of operating expenditures, percentage distribution by category has remained very stable over the past five years, with average percent distributions as follows: 64% Compensation and Employee Benefits, 20% Service and Supplies, 8% Scholarships and Fellowships, 5% Depreciation, and 3% Other (utilities/communications, self-insurance claims, and interest expense).

FIGURE 3.10.1(4) Composition of Operating Expenditures
Source: Financial Audits, University of South Florida, FY 2009 – 2013
($ in millions)

State Appropriations

State appropriations normally come from two primary sources: general revenue and educational enhancement (lottery revenue). For fiscal years 2010 and 2011, additional state appropriations were sourced from American Recovery and Reinvestment Act funds. While State Appropriations were reduced by $95.2 million for the most recent five years (FY 2009 to FY 2013), this was offset by the increases in other revenue categories.

In fiscal year 2014, the Florida Legislature has provided for an increase of $68.3 million in State Appropriations. Of this amount, $45.0 million was provided to restore the 2012-13 reduction in State Appropriations, and $11.2 million was provided for previously unfunded retirement obligations (see Board of Governor's Allocation document).

FIGURE 3.10.1(5) State Appropriations
Source: Financial Audits, University of South Florida, FY 2009-13
($ in millions)

On February 13, 2014, the President of USF emphasized[8] the University's commitment to sound fiscal management and to maintaining the University's strong financial position as evidenced by our excellent Moody's institutional bond rating. In her remarks to the University's Board of Trustees (BOT) Finance and Audit Workgroup, the President stated that the University "has launched a much-needed, three-year plan to restore our cash reserves and right size our recurring expenses to recurring revenues. It is because of those proactive measures to bring fiscal discipline to the USF System that Moody's reaffirms its confidence in our future financial stability."

Tuition and Fees

The increase in tuition and fees revenues that USF has experienced in the past five years has resulted primarily from increases in student enrollment and tuition-rate increases of $78.13 (59.8%) per credit hour for undergraduate students and $139.25 (47.8%) per credit hour for graduate students.

Student enrollment has grown 12%, and the revenue generated from the student tuition and fees has increased from $68.9 million in 2004 to $115.4 million in 2011, which represents an increase of $46.5 million and a 67% increase.

FIGURE 3.10.1(6) Student Tuition and Fees
Source: Financial Audits, University of South Florida, FY 2009-13
($ in millions)

The table below shows the tuition rates charged for different programs and types of students for the last five years and the current tuition approved for fiscal year 2013. These tuition increases have allowed the University to offset reduced State Appropriations during this same time period.

TABLE 3.10.1(1): USF Tuition and Fees ($) per Student Credit Hour

|	Resident		Non-resident	
Year	Undergraduate	Graduate	Undergraduate	Graduate
2008-09	130.55	291.60	554.45	869.13
2009–10	150.10	331.79	510.41	818.66
2010-11	170.80	365.71	531.11	775.72
2011-12	191.06	399.76	497.32	821.06
2012-13	208.68	430.85	539.43	855.37

Source: USF System Annual Fact Book: Syst. Facts, 2008-09[9]; Syst. Facts, 2009-10[10]; Syst. Facts, 2010-11[11]; Syst. Facts, 2011-12[12]; Syst. Facts, 2012-13[13]

Despite overall rising tuition, there continues to be growing demand for admission to USF. Total applications increased 31% between Fall 2008[14] (40,963) and Fall 2013[15] (53,576).

Under the current budget constraints, USF has set enrollment targets that reflect the strategic direction of the University, emphasizing growth in graduate enrollment and maintaining undergraduate enrollment with the additional goal of decreasing the average time to undergraduate graduation. Overall enrollment, measured by fall headcount, has grown by a modest 2%, but the growth is entirely attributed to graduate-level enrollment, which individually grew by almost 11% over the last five-year period.

FIGURE 3.10.1(7) Fall Headcount by Course Level
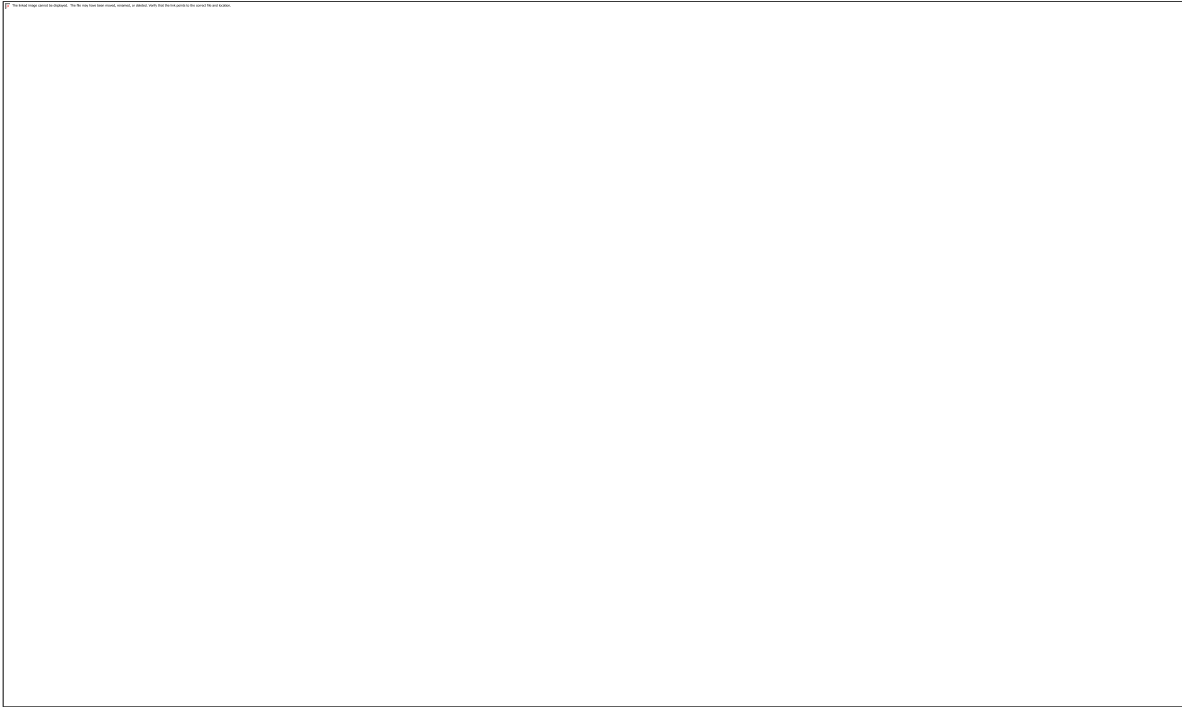
University and Foundation Investment Practices

The USF BOT adopted a comprehensive Investment Policy (BOT Policy 06-001[16]) and procedures that apply to USF and the USF Foundation to ensure continued financial stability. These policies establish diversification and allocation practices and procedures in line with prudent investment practices and modern portfolio theory.

University Investment Policy

The USF BOT is responsible for the oversight and approval of the overall investment policy of the University operating portfolio. The portfolio seeks to primarily protect working capital funds while earning an appropriate return on its assets. The long-term return objective for the University's portfolio is to achieve an appropriate market return and a positive real return, net of inflation as defined by the Consumer Price Index and net of portfolio investment expenses, on all funds in which it duly invests.

The purpose and scope of the Investment Policy establishes a framework for active, professional investment management that applies to all types of investment funds of the University and units for which the University is legally and financially accountable. The Policy states the responsibilities of the parties involved in carrying out the investment program to structure and manage investment portfolios, to evaluate returns and risk, and report investment performance, all as appropriate to their funds. Investment management and investment

managers are required to prudently invest and manage the assets under their responsibility in a manner consistent with the Policy and such that the portfolio provides benefits to the University and its units at an acceptable risk and at a reasonable cost.

Policy asset allocation and permitted investments are specific enough to establish a desired investment management framework appropriate for the portfolios of the University and the USF Foundation. Asset allocation provides basic diversification of the portfolio in order to achieve the objectives with an acceptable exposure to risk. Investment management has developed and established risk management processes that effectively assess, control, and monitor the risks.

It is the policy of USF that investment management confirms to the authority granted by Florida and Federal laws, its BOT and applicable regulations/policies of the Board of Governors (BOG), and that the management of investment funds be conducted in such a manner as to promote the interests of the University.

USF Foundation, Inc., Investment Policy

The USF Foundation, Inc., was established in 1960 to encourage, solicit, receive, and administer gifts for scientific, educational, and charitable purposes for the advancement of USF and its objectives. The USF Foundation is registered by the State of Florida as a charitable organization and is approved by the U.S. Internal Revenue Service as a tax-exempt 501(c)(3) nonprofit corporation. The Foundation has also been certified as a direct-support organization of USF, as defined in Florida Statue 1004.28.[17]

The USF Foundation is governed by a Board of Directors, whose members play a significant role in the development of the University as a major educational, cultural, and economic resource. The involvement of the Directors and their contributions of time, leadership, and financial resources help advance the mission of the University.

The USF Foundation retains the services of an investment advisor, the Wilshire Group, to give advice on all investment matters, and USF Foundation Bylaws, Article III, Section 2(d)[18] charges its Investment Committee with reviewing and monitoring investment performance. To assist its Investment Committee in effectively implementing an asset allocation strategy and supervising, monitoring, and evaluating the investment program, the USF Foundation Board of Directors has established an Investment Policy[19]. This policy addresses financial objectives, spending policy, and asset allocation, as well as identifies duties and responsibilities.

The spending policy of the endowment fund allows for a portion of the total annual return to be returned to the University in order to fund current needs. The remainder of the return is reinvested in order to maintain the balance and exceed the inflation rate. The total spending rate is determined by the Investment Committee and the Finance Committee on an annual basis and is approved by the full Foundation Board. The spending distribution is determined as a percentage of the endowment's five-year average market value. The spending rate includes dividends paid by the endowment pool to the University as well as an amount for administrative fees.

Spending distributions are dependent on the performance of the Foundation's investments and are, therefore, not guaranteed. An endowment is considered "underwater" if the current market value is less than the historical value of the gifts or principal used to create the endowment. The

condition is normally considered temporary, as market fluctuations are anticipated when employing a long-term investment strategy. Under the spending policy, the Foundation Board considers whether expenditures from endowments in the form of a dividend or payout are prudent and consistent with the goal of preserving the purchasing power of the endowment.

Over the past five years, the distributions of spending have been between 4.6% and 4.0%, with an average of 4.1%. The administrative fee during that same five-year period has remained consistent throughout at 2.0% (USF Foundation, Inc. Financial Statements Notes: FY 2009[20]; FY 2010[21]; FY 2011[22]; FY 2012[23]; FY 2013[24]). While endowment assets decreased in fiscal year 2008 and 2009 due to the economic downturn, they have since steadily increased to a total of $392 million. The endowment distributed approximately $15 million in dividends to USF in fiscal year 2013, with over $140 million in dividends distributed over the last 10 years.

FIGURE 3.10.1(8) USF Foundation Endowment Assets, Dividends & Admin Fees
Source: USF Foundation, June 2013, Endowment History
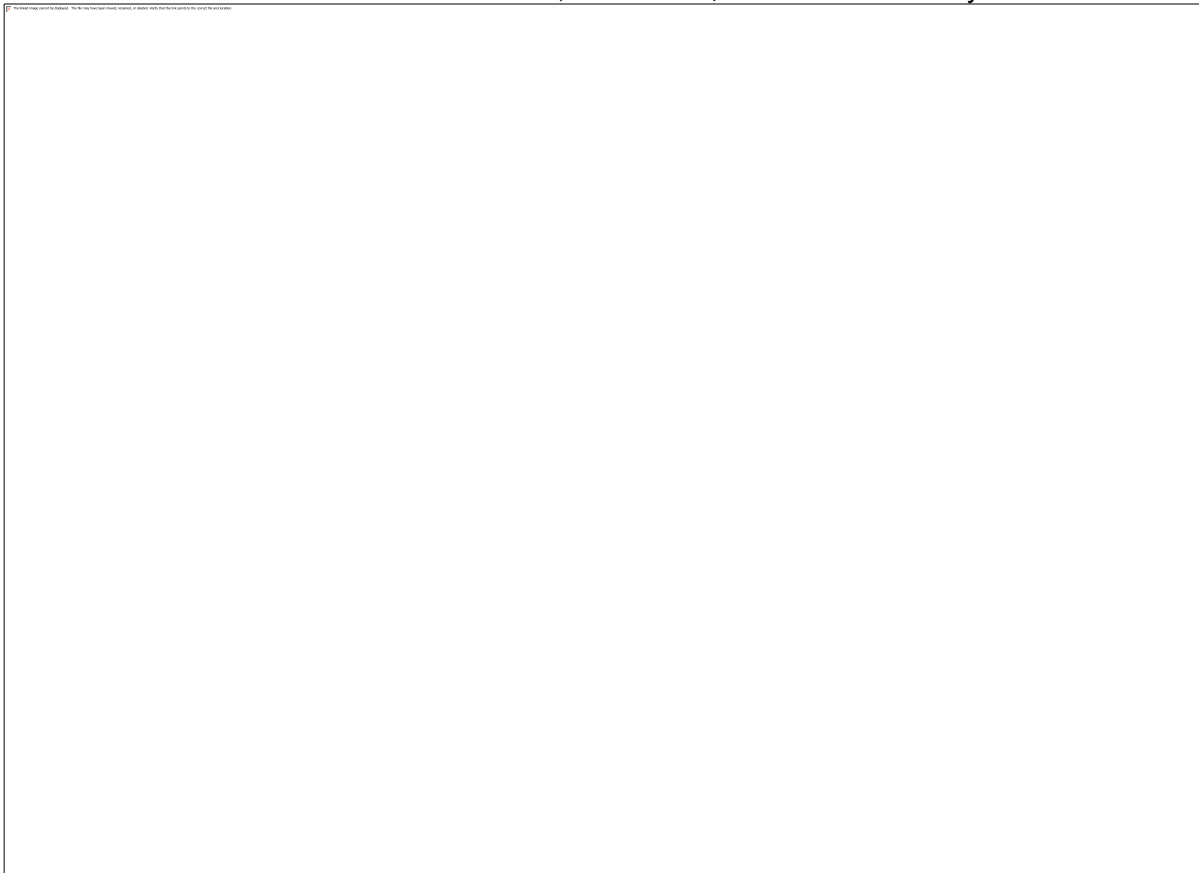
Foundation Returns

The USF Foundation's returns have ranked favorably versus its peers, as noted in the 2012 NACUBO Survey. The USF Foundation has one of the largest endowments among universities established since 1950. In addition, the USF Foundation has a fifth percentile ranking in 10-year performance versus $100-$500 million peers (USF Foundation Presentation to USF BOT[25]).

FIGURE 3.10.1(9) USF Foundation Endowment Returns
Source: USF Foundation, June 2013, Endowment History
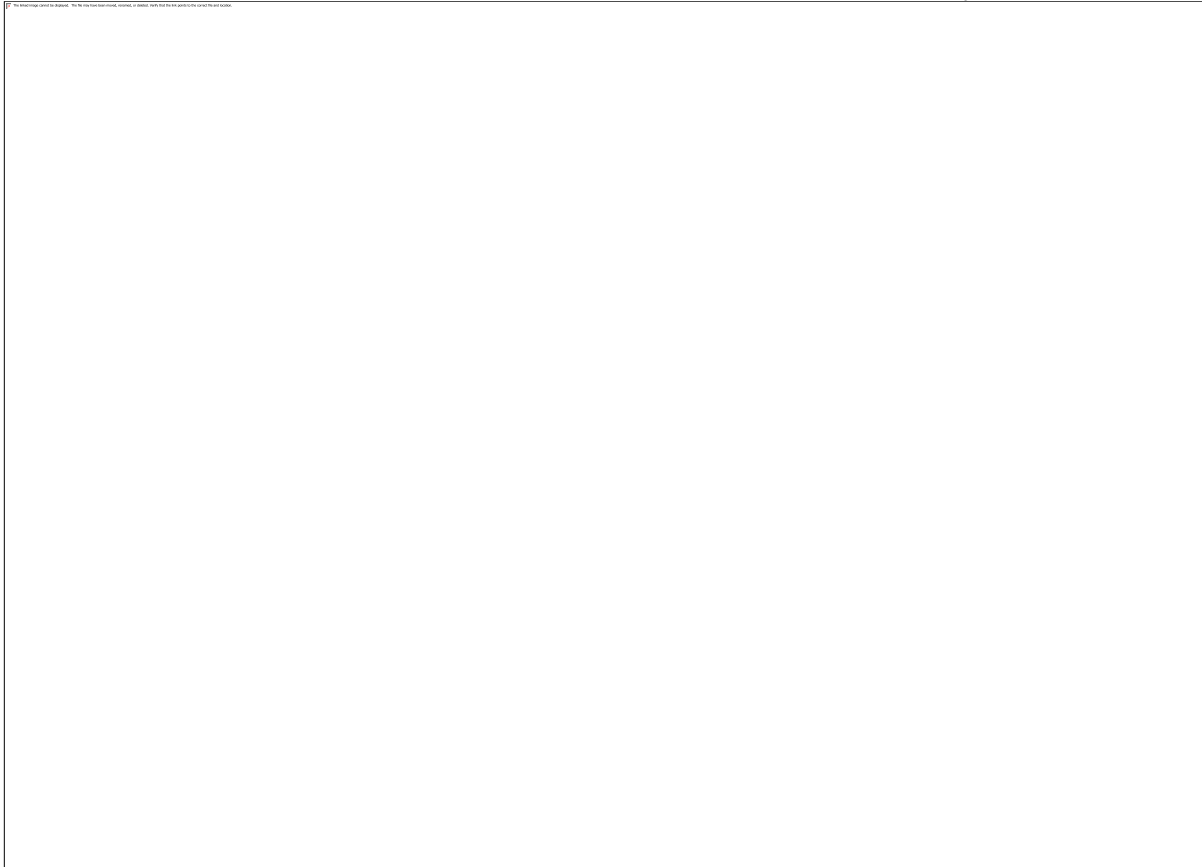
Fund-Raising and Development

The USF Foundation is active in raising funds for the Foundation and is continuing to grow endowments through a variety of programs. While the University did see some declines in giving during 2009 and 2010 due to the economic downturn, the University experienced a record year in 2011 with $111 million in gifts (USFUnstoppable Presentation - Fundraising History[26]). The *USF: Unstoppable Campaign,* which launched in 2009, had a goal of raising $600 million. As of June 30, 2013, the campaign surpassed its goal (Unstoppable Campaign Surpases Goal[27]) with a record-setting $621 million raised from over 145,000 donors.

FIGURE 3.10.1(10) Total Giving (Total Cash and Commitments)
Source: Alumni Banner Database, USF Foundation, FY 2009-13
($ in millions)

Capital Investment and Depreciation

Over the past five years, USF has continued to invest in its campus facilities and infrastructure. USF funds its capital requirements through state appropriations, donations, and debt. Debt is generally used for buildings and parking structures that are self-supporting and can cover debt service associated with the project. While debt is a critical funding source for USF capital investment, the University has been fiscally prudent in adding debt during the past five years and has paid down more debt than has been added. Debt is issued subject to the BOG's Debt Management Guidelines[28] and is reviewed by the Florida Division of Bond Finance[29] prior to issuance. USF's capital improvements and achievements are discussed at length in *Core Requirement 2.11.2 (Financial Resources.*)

FIGURE 3.10.1(11) USF Outstanding Debt
Source: Financial Audits, University of South Florida, FY 2009-13
($ in millions)

USF capitalizes assets in accordance with the requirements established by the BOG Regulations 9.001, 9.002, 9.003, and 9.0031[30]. The USF Controller's Office has established estimated useful lives for its category of assets and uses the straight-line method of depreciation.

Qualified Personnel

As described in *Comprehensive Standard 3.10.4 (Control of Sponsored Research/External Funds*) to ensure the administrative competency of individuals hired to manage and sustain USF's finances, the University reviews the background and experience of all prospective employees in relation to established qualification requirements of the position. All critical financial personnel have been found to have the requisite credentials to perform their jobs. To ensure continued quality of work, personnel take part in annual employee performance evaluations, which are described in *Comprehensive Standard 3.2.10 (Administrator Staff Evaluations.)* Additional information on key financial personnel is provided in *Comprehensive Standard 3.2.8 (Qualified Administrative/Academic Officers*.)

3.10.2 The institution audits financial aid programs as required by federal and state regulations. (Financial aid audits)

Compliance Status: Compliant

Financial aid programs at the University of South Florida (USF) are regulated at the federal, state, and institutional levels.

At the federal level, the U.S. Department of Education authorizes USF to participate in the Federal Title IV programs under a Federal Student Aid Program Participation Agreement[1], the most current of which is valid through December 31, 2017.

The U.S. Department of Education audits USF's compliance with Title IV regulations annually, and the Florida State Auditor General issues an audit findings report on all State University System (SUS) institutions:

- In the State of Florida's March 2012 OMB 133 report on Compliance and Internal Controls Over Financial Reporting and Federal Awards (March 2012, OMB A-133 Report[2]), USF had one finding, FA 11-097, "The institution did not always document attendance in at least one class for students who received Title IV HEOA funds."

- In the March 2013 report (March 2013, OMB A-133 Report[3]), USF had two findings: FA 12-078, "Certain access controls protecting ten institutions' information technology (IT) resources needed improvements," and FA 12-088, "The institution did not always document attendance in at least one class for students who received Title IV HEOA funds and return applicable Title IV HEOA funds to the Federal Programs."

- In the March 2014 report (March 2014, OMB A-133 Report[4]), USF had no findings, and the two previous findings were thus closed. These State of Florida Auditor General's reports do not list institutions with no findings; therefore, USF does not appear in the March 2014 OMB 133 report.

There are no outstanding issues between the Department of Education and USF with regard to the administration of Title IV programs, and no known complaints have been filed with the Department of Education regarding the administration of Title IV programs. A report (USF Audit Rpts., Jun. 30, 2013[5]) is generated regarding findings and submitted to the Florida State Auditor General, which, in addition to an OMB 133 report with no repeat findings, effectively closes all findings. All required reports are submitted to the Department of Education in a timely manner. The institution has not been placed on reimbursement, nor has it been required to obtain a letter of credit in favor of the Department of Education.

There are no significant unpaid dollar amounts due back to the Department of Education, and USF is not aware of any infractions to regulations that would jeopardize Title IV funding. USF's most recent default rate calculation for the Federal Family Education Loan program is 7.5% for fiscal year 2011.

USF's financial assistance programs include federal, state, private, and institutional aid. As required by federal and state regulations, these programs are included in the annual financial audit of USF conducted by the State of Florida Auditor General (OMB A-133, FY 2011[6]; OMB A-133, FY 2012[7]; and OMB A-133, FY 2013[8]).

Per USF Regulation 3.0121[9], the Financial Aid Policy and Advisory Committee is charged with reviewing and recommending policies related to the administration of financial aid programs, which is compliant with Board of Governor's (BOG) Regulation 3.009[10] and USF Regulation 3.0120[11] on financial aid.

During the most recent completed fiscal year (2012-13), USF's University Scholarships & Financial Aid Services office awarded $426,592,986 to 39,148 students. Of that amount, $321,572,262 was from federal sources. The next highest funding source was USF itself, accounting for $41,878,435. Other sources of financial aid include state funding (Florida Student Assistance Grants and Bright Futures Scholarships), other states' scholarships, institutional funds, and private scholarships. The Annual Student Financial Aid (SFA) Report[12] shows historical data from the last eight years.

3.10.3 The institution exercises appropriate control over all its financial resources. (Control of finances)

Compliance Status: Compliant

The University of South Florida (USF) controls its financial resources with internal regulations and policies that monitor budgeting, accounting, disbursements, and cash management. USF is also guided by formal policies for investment management and conducts regular independent audits. Compliance with regulations and policies is monitored by various units throughout the campus, including the Budget Office, the Controller's Office, the Purchasing Department, University Audit and Compliance, and the General Counsel's Office. The General Counsel's Office is responsible for the design, implementation, and maintenance of regulations and policies.

The goal of USF's financial regulations and policies is to promote a culture of ethics and compliance. All USF regulations, policies, and procedures are posted and accessible for review on the Current Policies - Office of General Counsel[1] website. The site categorizes the policies by vice presidential area.

Internal Controls

Budget and Fiscal Oversight Controls

To ensure the effectiveness and efficiency of University operations, the reliability of financial reporting, and compliance with applicable laws and regulations, USF has instituted formal policies and procedures regarding financial resources. These policies and procedures are available on the Index of Current Policies - Office of the General Counsel[2] website. In addition, the Office of Audit and Compliance has various resources available to educate employees on appropriate financial controls, including an Employee Compliance Guide[3], various audit guides on proper internal control, and Tools for Audit and Compliance[4] to allow individual departments to self-assess their internal controls. Finally, the State University System Board of Governors (BOG) oversees all of the state's universities by way of numerous regulations and

policies specific to all financial, tuition, property, purchasing, and capital outlays (BOG Regulations, Chapter[5] 7[5]; BOG Regulations, Chapter 9[6]; BOG Regulations, Chapter 14[7]; and BOG Regulations, Chapter 18[8]).

USF has a rigorous budget development and analysis process that is described at length in the Budget & Policy Analysis, 2014-15 Operating Budget Process[9] webpage. After discussion among senior management, any new state money (appropriations and/or tuition) is allocated based on strategic goals. University departments use this information as well as their prior year budget information to submit annual budgets with line-item detail through their respective vice president to the Budget Office, which forwards them for final approval by the USF Board of Trustees (BOT). Once budgets are approved, they are input into the financial system so that each department (and the Budget Office) can monitor their budget.

The University uses Oracle's PeopleSoft Enterprise Management System software to maintain its financial records. The appropriate functional units have implemented applications for the purchasing, accounts payable, travel, asset management, general ledger, contracts and grants, non-student accounts receivable, human resources, and payroll functions. Student administration functions are processed through Ellucian's Banner Student software. An interface links the PeopleSoft general ledger system with the Banner Student system. Departments are responsible for monitoring expenditures in relation to the budget on a daily basis. While departments can do reporting directly from the Enterprise systems, the University has created a database linking the information from both systems and providing a user-friendly format. This database and reporting application is called the USF Finance Mart[10]. The University's Finance Mart provides departments with the ability to monitor their budget to actual expenditures to ensure that they remain on budget. Finance Mart is updated every evening with the previous day's financial activity. Controls are in place to ensure that Finance Mart reconciles with the source Enterprise Management System.

Budget must exist in the appropriate entities in order to process expenditures. This budget is established and entered by the Budget Office and cannot be increased/decreased by individual departments. College and VP Budget Officers are given limited authority to move budget between appropriate categories. The University's general ledger system will not allow a purchase to go through if no budget exists for the particular entity.   Research and Financial Management maintains Contract and Grant budgets. College and VP areas are also responsible for monitoring their overall remaining spending authority (RSA) to help ensure that funds are expended as leadership has authorized.

Oversight Provided by USF Board of Trustees

The USF BOT provides overall oversight for the University. Financial oversight is primarily done through the Finance and Audit Workgroups[11], which reviews the University's finances and internal controls. Reports that are reviewed/approved by the Finance and Audit Workgroup include, but are not limited to, the annual Operating Budget[12] and Fixed Capital Outlay Budget[13], the request to approve tuition and fee[14] increases for the new fiscal year, as well as quarterly financial statements that provide comparisons of activities for this year versus last year in order to provide a clear understanding of the University's financial condition (e.g., Quarterly Financial Reports[15]; Mid-Year Forecasts[16]). In addition, the University provides preliminary and final audited financial statements[17], which show the University's financial position and financial activity for the entire year. These reports allow the BOT to exercise its fiduciary responsibilities, manage risk, and control funds.

Purchasing Department Controls

The Purchasing Department is responsible for all procedures involving contract bidding, vendor selection, acquisition of equipment, furnishings, supplies, minor construction, preventative maintenance services, contractual services, and lease of space for the University within pre-established budgetary constraints. Purchasing also includes the functions of preparing bid specifications, initiating formal quotations, processing proposals and bids, conducting public bid openings, evaluating and awarding bids, and administrating contracts until final completion or termination.

The Purchasing Department website posts all guidance pertaining to purchasing regulations and standard practices promulgated by USF and the Florida Board of Governors (BOG), including USF Purchasing Manual[18] and USF Purchasing Regulations, Policies, and Procedures[19]. These regulations, policies, and procedures apply to all purchases of commodities and services, regardless of funding source. The Purchasing Department staff reviews all purchasing requests to ensure adherence to University guidelines. The Purchasing Department monitors contracts for expiration dates and initiates action for contract renewals. Adherence to contract requirements is primarily the responsibility of the initiating department, with some limited oversight provided by the Purchasing Department and other central financial management departments. The allowability of certain expenditures is detailed in an Expenditure Matrix jointly managed by Purchasing and Accounts Payable (see USF Expenditure Guide[20]).

To facilitate the acquisition of supplies and equipment, the University issues University Purchasing Cards (P-cards). All new card users must receive training before they are authorized to use the card and are provided a USF PCard Guidelines Manual[21]. The Purchasing Department, the Controller's Office, and in some cases, by University Audit and Compliance monitor t ransactions to ensure appropriate adherence to the procurement process and appropriateness to the USF mission. The University encourages the use of P-cards in order to provide efficiencies for low-cost, low-risk transactions.

Controller's Office

The USF Controller's Office is primarily responsible for implementing and monitoring internal controls from an operational perspective. This includes both expenditure (see Purchasing section) as well as revenue operations. The Controller's Office administers all cash-handling policies, including petty cash and cash receipts (see Cash Collections Training document[22]). The Controller's Office must approve any new Cash Collection site prior to commencing operations.

Investment Policy

To ensure continued financial stability, both USF and the USF Foundation have adopted prudent investment policies and procedures. These policies establish diversification and allocation policies and procedures in line with prudent investment practices and modern portfolio theory. Portfolio allocations are developed on the specific individual risk profile of the University and the Foundation.

To manage the overall University's portfolio, the University has adopted a USF Investment Policy (BOT Policy 06-001)[23] that includes goals, policies, and procedures. The purpose of

the policy is to allow for sufficient flexibility in the management process to capture investment opportunities while ensuring sufficient operating liquidity and providing for appropriate risk management.

Because of its different growth objectives and the long-term nature of its investment portfolio, the USF Foundation's Investment Policy (which falls under the overall University Investment Policy reflects the long-term philosophy of an endowment fund and differs from the University's investment fund, which is primarily an operational portfolio. The USF Foundation Investment Committee[24] manages the Foundation's portfolio with a goal of providing the optimal amount of support for the University in its academic mission while minimizing risk to the endowment.

Comprehensive Standard 3.10.1 (Financial Stability) covers investment policy in more detail.

Internal Audits

University Audit & Compliance (UAC) provides independent, objective assurance and advisory services to assist USF System management and the BOT in the effective discharge of their responsibilities. UAC helps the USF System accomplish its goals and objectives through a systematic, disciplined approach to evaluating and improving risk management, control, compliance, and governance processes. The purpose, authority, and responsibilities of UAC for the USF System are documented in a UAC Charter[25], which is approved by the President and the BOT.

The University has adopted a standard Risk Language[26] that defines risk in five areas-- strategic, financial, operational, compliance, and reputation--based on the National Association of College and University Business Officers (NACUBO) guidelines for "Developing a Strategy to Manage Enterprise Risk in Higher Education" and the Association of College and University Auditors (ACUA) Risk Dictionary. Risk Guidelines[27] have been developed to assist management and the UAC team in assessing risk.

The Chief Compliance Officer, who reports to the UAC Executive Director, is responsible for facilitating the Enterprise-wide Risk Management (ERM) function. The results of this process are used by UAC to develop the work plan. The intent of this process is to focus UAC work efforts on those USF functions posing the greatest business risks to the University. The UAC Executive Director may supplement the ERM process using survey instruments, meetings, or other methods as needed to assist in the development of the work plan.

The UAC Executive Director uses the risk assessment, in conjunction with other information (e.g., requested audits and contract/agreement requirements) to develop the UAC annual work plan. The UAC Executive Director identifies the type of service (audit, consulting, etc.) to be performed relative to the priority of business risks identified. The proposed work plan is discussed with University leadership, as needed, to ensure the plan is consistent with the needs of the institution. The work plan is approved by the President and Board of Trustees Finance and Audit Workgroup (UBOT-FAW).

Internal audit reports, published as a result of the annual work plan, are issued to senior management as well as to the managers/directors of the audited units/departments. Recommendations made in UAC's audit reports become the basis for audit follow-up to determine their implementation status. Reporting of internal audit activities is summarized in

UAC's annual report for each fiscal year (UAC Annual Rpt. 2012-13[28]), which is presented to the UBOT–FAW and published on the UAC website[29].

In addition, the UAC Executive Director meets periodically with the BOT Audit Liaison, the President, the Senior Vice President/COO, the Provost and Executive Vice President, and other senior managers, and participates on the Finance and Audit Advisory Council. The objective of this meeting is to ensure that management is aware of significant risk exposures and control issues, corporate governance issues that materially impact operations, and other material items impacting the operations of the institution and/or UAC activities.

UAC operates under the International Professional Practices Framework (IPPF)[30] established by the Institute of Internal Auditors.

External Audits

The Florida Auditor General conducts a full financial audit of USF annually. These audits have consistently reported no material weakness in internal controls (YE 2009[31]; YE 2010[32]; YE 2011[33]; YE 2012[34]; YE 2013)[35].

The Florida Auditor General also conducts a biannual operational audit, the most recent being USF 2013 Operational Audit[36]. The operational audit assesses compliance with applicable laws, rules, and regulations; the safeguarding of assets; and whether USF has taken adequate corrective actions for prior period findings.

As a condition of receiving federal funds, the Office of Management and Budget (OMB) requires an audit of the state's financial statements and major federal awards programs. The Florida Auditor General performs this annual audit[37] . The UAC Executive Director assists management by coordinating external audit activities with the Auditor General.

Direct Support Organizations use private CPA firms to audit their activities. UAC receives copies of the external audit reports.

Qualified Staff

Responsibility for formulating and administering policies and procedures that ensure appropriate levels of control over financial resources is assigned to the Chief Operating Officer and the Vice President of Business and Finance, who leads the Division of Business and Finance. Financial oversight is provided by UAC. The USF UAC Executive Director reports directly to the University BOT's Finance and Audit Workgroup and administratively to the Chief Operating Officer of the University. These reporting relationships ensure independence, broad coverage, and adequate consideration of audit findings and recommendations.

To ensure that qualified professionals staff the departments responsible for monitoring, tracking, and safeguarding the financial resources of USF, the Division of Human Resources uses a pre-employment process that verifies that staff have the skills, training, and education necessary to perform their jobs. As part of this process, Human Resources compares resumes and transcripts with written job descriptions. All critical financial personnel have the requisite credentials to perform their jobs.

Comprehensive Standard 3.2.8 (Qualified Administrative/Academic Officers) includes details regarding the qualifications of the Vice President of Business and Finance and department heads in the Division of Business and Finance.

To ensure continued quality of work, personnel take part in annual employee performance evaluations. Comprehensive Standard 3.2.10 (Administrator Staff Evaluations) details this process .

USF also promotes continuous staff development by providing access to external and internal classes and seminars. Where applicable, the University also supports continuing education in support of ongoing certifications.

3.10.4 The institution maintains financial control over externally funded or sponsored research and programs. (Control of sponsored research / external funds)

Compliance Status: Compliant

Externally funded sponsored research and programs at the University of South Florida (USF) are subject to the same financial administration policies and procedures that apply to other University operations. Additional information is provided in Comprehensive Standard 3.10.3 (Control of Finances) . USF's Financial Audit Report, OMB A-133, FY 2013[1] for the fiscal year that ended June 30, 2013, as published by the Florida Auditor General, substantiates internal controls and no instance of noncompliance. The USF Office of Research & Innovation policies and procedures adhere to and promote compliance with federal regulations that govern the use of external funds according to the requirements of the Office of Management and Budget Circular A-21, Cost Principles of Educational Institutions[2], as evidenced by the University's approved Cost Accounting Standards Board (CASB) Disclosure Statement[3].

External sponsors impose a variety of reporting requirements with which the University must comply as part of the terms and conditions of a grant or contract and subcontracts. USF has a consistent record of compliance with sponsor guidelines, as evidenced by external and internal monitoring conducted by sponsors and by the most recent federal awards audit conducted by the State of Florida, Compliance and Internal Controls over Financial Reporting and Federal Awards (Rpt. No. 2014-173, March 2014)[4]. University policies supply the infrastructure for oversight and compliance with agency reporting requirements. USF Policy 0-100, Authority to Sign Contracts and Other Documents[5], provides clear guidelines regarding the authority to sign contracts, agreements, letters of understanding, and other documents regarding legal assurances, commitments, and obligations on behalf of the USF System and its constituent units (colleges, departments, programs, etc.). The policy states, "The President has delegated to the Vice President for Research & Innovation (previously Sponsored Research) and designee(s), the authority to sign research contracts, solicitations and acceptances of research grants and donations, representations and certifications incidental to research contracts and grants, and agreements related to the exploitation of intellectual property." The President's Memoranda of Delegation[6] mentioned in this policy further delegate authority to the Senior Vice President, the Associate and Assistant Vice Presidents, Directors, Associate and Assistant Directors, as appropriate, to carry out the duties and responsibilities of accepting and executing contracts and grants, intellectual property ownership, and the use of human and

animal subjects in research, among other matters, all of which encourage and ensure the responsible conduct of research.

USF Research & Innovation has established policies that provide for oversight and management of external funds for research, sponsored training, and community service in accordance with federal and state guidance. These policies are listed and maintained under the Research section of policies on the USF General Counsel's website. In addition to the official University policies, additional information is also available on the USF Research & Innovation Policies, Procedures, and Guidelines[7] webpage that provide guidance for such matters as extra compensation, gifts and sponsored research funding, tuition payments, and so forth. The most relevant official policies and regulations related to maintaining financial control are USF Policy 0-304, Research and Research Grants[8]; USF Policy 0-302, Administration of Sponsored Research Subagreements[9]; USF Policy 0-309, Individual Conflicts of Interest in USF System Research Projects and USF System Financial Conflict of Interest[10]; USF Policy 0-313, Sponsored Research Cost Sharing[11]; USF Policy 0-314, Financial Closeout of Fixed-price Sponsored Award Agreements[12]; USF Regulation 12.002, Exemptions from General Accounting and Purchasing Procedures[13]; and USF Policy 0-316, Export Control Compliance[14]. USF also maintains an active list of Clarification or Change in Procedure (CCHIP) documents[15] to assist researchers and research administrators beyond the scope of official University policy statements in order to endorse financial management obligations for sponsored research. These helpful, detailed statements are available on the Research Financial Management website. Topics covered include such important processes as cost transfers, applicable costs, charging administrative and clerical salaries and other expenses to federal grants, accounting for program income, subrecipient monitoring, direct charging faculty effort, accounting for payments to research study subjects, purchasing equipment on sponsored awards, budget transfers, and monitoring effort for federally sponsored awards, among others.

The Office of Research & Innovation[16] is under the authority of the Senior Vice President for Research, who is selected by and reports directly to the USF System President. The Senior Vice President has been officially delegated authority by the USF System President to serve as the Institutional Official in matters of research, research compliance, and the protection of intellectual property. The Senior Vice President for Research & Innovation is a member of the President's Cabinet and the President's Senior Leadership advisory group. USF's Senior Vice President for Research & Innovation is responsible for overseeing the application of research policies and procedures and the management of external programs and research funds. Research & Innovation furthers the University's mission of creating new knowledge through research by assisting faculty, students, and staff in identifying, acquiring, and managing external research resources, both private and governmental. Financial control of externally funded sponsored research projects is the joint responsibility of the Senior Vice President for Research and the Senior Vice President & Chief Financial Officer.

Research & Innovation has 225 employees in seven administrative departments[17]. An organizational chart of senior leadership[16] is available on the Research & Innovation website. Detailed staff listings are available to the public on a Research & Innovation "Contact Us" webpage. The Office of the Senior Vice President provides many shared services, including budget, personnel, information technology, facility, policy, and special program development and oversight. The Office of the Senior Vice President oversees the University Honors, Prizes, and Awards Program and the National Academy of Inventors among others.

Sponsored Research is responsible for the development and pre-award administration of sponsored research activities at all USF campuses, including coordination and management of

external and internal contracts and grants, interdisciplinary research programs, and inter- and intro-institutional proposals and contracts. Research Financial Management provides post-award financial services in support of USF sponsored research awards and activities. This unit provides the necessary budgetary and financial controls, monitoring, and oversight to ensure the integrity and continued success of the USF research program. The responsibilities of Research Financial Management include new award set-up, internal and external grant and contract monitoring, cost-sharing facilitation, effort-reporting coordination, billing notices, financial report development and submission, final award closeout, Facilities and Administrative (F&A) recovery reconciliation, reporting, audit coordination, and coordination of the federal F&A Cost Study.

Among other functions, training is provided for principal investigators, center directors and administrators, and college- and department-level administrators to ensure that current research administration policies and procedures at USF are followed and that all federal and state compliance requirements are met. This training is offer via a structured program, TRAIN (The Research Administration Improvement Network)[18], administered by the Office of the Senior Vice President for Research & Innovation and directed by the Assistant Vice President for Research & Innovation, with the assistance of a TRAIN Facilitator. TRAIN offers three credentialing programs to recognize the expertise of research administrators: TRAIN Associates, who provide training experiences as subject-matter experts; a certified research administrator program, CRA-USF; and a Graduate Certificate in Research Administration. TRAIN maintains online resources for faculty, staff, and students.

Internal audits and monitoring visits by sponsoring agencies ensure that the University's management of external funds complies with the law, is effective, and constantly improves. Meetings with principal investigators and college research administrators ensure that the applicable research compliance requirements are conveyed and followed. Moreover, these requirements are provided in the Faculty Handbook, Chapter 8[19], dated September 17, 2012, training activities, and newsletters and other electronic communications.

As a recipient of federal research funds, USF is required by the Circular A-21 of the White House's OMB, Cost Principles for Educational Institutions[2], to certify periodically the percentage of effort spent on research projects. This process is described in Clarification or Change in Procedure: Monitoring Effort for Federal Sponsored Awards, Research CCHIP #020[20]. The University uses a PeopleSoft GEMS module for recording, monitoring, and reporting time and effort certifications on a semester basis, and personnel in Research Financial Management are dedicated to this process.

The University Audit and Compliance Office[21] at USF conducts periodic management reviews and audits on topical issues, such as subrecipient monitoring and human subject research administration, offering guidance and process improvement, when appropriate. The Executive Director of the Office of Audit and Compliance, along with the University's Chief Compliance Officer, meet monthly with the Senior Vice President for Research & Innovation to proactively review organizational governance and assess risk.

The Budget Analyst in the Office of the Senior Vice President attends the Board of Trustees' (BOT) Finance and Audit Workgroup[22] to remain up to date on USF activities related to budgets, finance, and audits. Moreover, the Senior Vice President for Research & Innovation is a member of the BOT's Research, Innovation, Engagement, and Job Creation Workgroup[23]. The USF Research & Innovation Chief Operating Officer is Staff Liaison to this same Workgroup. The Workgroup charge includes, among other topics, the responsible conduct of

research and the research infrastructure. Research & Innovation leadership participate in Workgroup meetings to remain up to date on research and scholarly activities, policies, and procedures and to communicate requirements and ensure financial compliance with federal, state, and University regulations and policies.

3.11 Physical Resources

3.11.1 The institution exercises appropriate control over all its physical resources. (Control of physical resources)

Compliance Status: Compliant

The University of South Florida (USF) exercises appropriate control over its physical resources. Florida Statute 1001.706(7)[1] sets forth the powers and duties of the Board of Governors (BOG) relating to the acquisition of real and personal property and the sale and disposal thereof, and for purchasing processes. BOG Regulation 1.001(7)[2] delegates to the University Board of Trustees (BOT) the powers and duties to acquire real and personal property and to establish a purchasing and property program. Operational controls established by the state, the Florida Board of Governors, and the University help ensure that the institution manages its physical assets in a prudent and responsible manner.

Pursuant to the delegation by the BOT, the President is the lawful custodian of all USF property and, subject to the laws and regulations of the State of Florida, has authority to further delegate custody upon such terms and conditions as he/she finds appropriate. Responsibility for the University's physical resources resides primarily with three units: the University Controller's Office (UCO) Asset Management Services, the Facilities Management Division, and the Environmental Health & Safety Division. The University Controller's Office reports to the Vice President for Business and Finance[3], and Facilities Management and Environmental Health & Safety divisions report to the Vice President for Administrative Services[4]. All three areas report up to the Senior Vice President for Business and Finance and Chief Operation Officer[5].

Asset Management Regulations and Policies

Florida Statute 273[6] establishes requirements for control of tangible personal property. BOG Regulations 9.001, 9.002, 9.003, and 9.0031[7] provide uniform procedures for property control for the State University System (SUS), which includes USF. UCO Asset Management Services is responsible for the oversight of USF's tangible personal property management and control. UCO Asset Management Services establishes guidelines and procedures that govern the accountability, control, transfer, and disposal of tangible personal property acquired by the University. USF Policy 5-014, Asset/Property Management[8], establishes the framework for the management of assets, including annual inventories and stringent guidelines for the proper disposal of property. UCO's Property Manual[9] outlines t he University's inventory control and disposal of property procedures . UCO Asset Management Services has also developed schedules and other resources to aid in the inventory management process. These resources are readily available on UCO's System for Asset Management (SAM) website[10]

. UCO Asset Management Services has also developed processes that support the Asset/Property Management policy and the Asset Management Services Procedures and Forms manual that can be found in the University's online Asset Management Process[11] . In addition, UCO Asset Management Services offers asset management Financial System Training[12] .

BOT Policy 09-001, Real Property[13], establishes a framework for active, professional real property management that applies to all types of real property of USF and Direct Support Organizations and Component Units, as applicable. The University Senior Vice President & Chief Financial Officer, on behalf of the BOT, interprets this policy and is responsible for revising it as necessary. The policy establishes requirements and defines the process for the acquisition, lease, and disposal of real property.

Physical Inventory and Reconciliation of Assets

All USF property valued at $5,000 or more is identified by a bar code with a unique number. When appropriate, the inventory number is etched or marked on the item. In addition, Library resources with a donated value or acquisition cost of $250 or more and having a useful life of one year or more are recorded as property for inventory purposes. The University's inventory control system is computerized and lists each inventory item by department/location. The asset database is currently maintained in the Asset Management module of the University's financial administration management system. The Tampa Campus Property Report[14] includes, among other data, the following information for each item: tag number, acquisition date, asset description, department description, cost, and building and room number where the item is located. All department managers and principal investigators are able to run a property report of all property assigned to them through the Asset Management module.

UCO Asset Management Services tags appropriate new acquisitions, performs an annual inventory that requires site verification of each item, and reconciles the financial data for applicable University assets as required by the Florida BOG. Accountable Officers within University colleges and departments have the primary authority for providing financial management, including records thereof, of property and funds, and are responsible for providing assistance to UCO Asset Management representatives in the reconciliation of unlocated equipment in their areas. The USF System Property Survey Board is responsible for overseeing the proper disposal of surplus property. The USF System Property Survey Board reviews, interprets, and recommends the disposition of property and is responsible for the lawful application of regulations, as contained in the Florida Statutes, Chapter 273[6], in BOG Regulations Chapter 9[15], and in USF System Policy 5-014[8].

Audits

The Auditor General of the State of Florida conducts an annual financial audit of USF[16]. Among other things, this audit verifies valuations and expenditures for fixed assets, construction in progress, and appropriate controls and processes relating to fixed assets. Over the years, these audits have noted no material weaknesses in internal controls.

In addition, at least every two years the Auditor General conducts an operational audit. The most recent operational audit for fiscal year 2013[17] did not include any findings related to asset management. The operational audit for fiscal year 2011[18] included one finding, number 6, related to internal controls over works of art and historical treasures. USF took corrective action with the implementation of a Work of Art Physical Inventory Process[19].

The Office of University Audit and Compliance functionally reports to the Audit Liaison, who is a member of the University BOT Finance and Audit Workgroup and who administratively reports to the Chief Operating Officer. The Office assesses its operations annually by developing and implementing a work plan[20]. The work plan uses an appropriate risk-based methodology, including any risks or controls identified by management. The annual work plan is approved by the Finance and Audit Workgroup and by the University BOT (BOT Mtg. Agenda & Mins., Sept. 4, 2013[21]).

University Audit and Compliance conducts independent audits of University processes and procedures and provides management with information about the adequacy and effectiveness of the institution's system of control. The University Audit and Compliance Office conducted an audit of the Asset Management Module[22] for the fiscal year ended June 30, 2012. University Audit and Compliance concluded that an adequate system of controls was in place to meet their audit objectives, assuming corrective actions were taken to address some medium-priority risks, identified and communicated in University Audit and Compliance's management letter. No high-risk issues were identified. As of June 30, 2013, all but one of the recommendations had been implemented.

Facilities

The University's Physical Plant[23] consists of 269 buildings with approximately 10,155,720 gross sq. ft. of building space, which are spread across almost 1,562 acres. The University maintains a central space inventory system that contains information on buildings, room classifications, occupancy and space usage information, space drawings, and photographs of the campus spaces. The Physical Facilities Space File: Site Inventory[24] provides a comprehensive list of the buildings, along with the date the building was occupied, building construction type, gross and assignable square footage, and the building condition. This system is used to perform the annual physical facilities space reports that are submitted to the State of Florida, some of which are used in support of the annual Fixed Capital Outlay Legislative Budget Request. This system is also used to generate the Facilities and Administrative rates reports required by the federal government.

Facilities Maintenance and Deferred Maintenance

The University's state-funded facilities resources are controlled, monitored, operated, and maintained by Facilities Management[25]. USF's Facilities Management Division includes the Physical Plant and Facilities Planning and Construction departments, which work collaboratively to create and maintain a campus environment that is conducive to living, learning, and working. Facilities Management provides construction support, renovation support, maintenance, preventative maintenance, utility maintenance, energy management, sustainability services, cleaning services, space inventory management, code compliance support, master plan, and

planning. The entire staff of Facilities Management ensures that the maintenance and development of the physical, environmental, and technological facilities of the University will result in a high-quality environment for students, faculty, staff, and visitors in performing the University's mission. Anyone on campus can place requests for special needs or report problems in their facilities through the Physical Plant Service Center. The Physical Plant Service Center is available 24 hours a day, seven days a week, using an on-call service for after hours, holidays, and weekends. The Physical Plant has staff on call at all times to respond to emergencies within their scope of responsibility.

USF's non-state-funded facilities, such as the Marshall Student Center, housing facilities, parking garages, and the athletics complex, are operated and maintained by individual departments but rely on Facilities Management for some of their services, such as code compliance and construction support.

While deferred maintenance is a significant challenge, it is also one of the University's highest priorities. The University routinely assesses (e.g., Capital Renewal Review[26]), tracks, and prioritizes deferred maintenance (e.g., Capital Renewal Ranking List[27]) to ensure that financial resources are spent on the most critical needs. The University has recently initiated a more targeted plan for funding dedicated to deferred maintenance. Some carry-forward funds from previous fiscal years have been dedicated to renovations and replacements/refurbishment of major building systems. In addition, over the past 10 years, USF has designated Capital Renewal/Roofs as its number one priority on its capital improvement funding request to the SUS. The narrative for *Core Requirement 2.11.2* provides for more information about facilities maintenance.

Risk Management

Environmental Health and Safety is responsible for maintaining insurance coverage on every building, regardless of its physical location and its contents, and for managing property loss claims. Each year the policy certification renewal is revised to reflect needed changes in coverage, such as newly acquired or constructed buildings, including contents. For property where there are no facilities, the University's General Liability Insurance provides coverage, as stated in the policy. USF also carries liability coverage on University-owned and leased vehicles. Environmental Health & Safety also manages the other required and optional insurances[28] available to protect University assets.

The University Police provide safety and security for the campus and its physical resources. For the security of campus buildings, personnel, and property, the University has also installed security systems, such as card access, security alarm systems, security cameras, and secure key control.

3.11.2 The institution takes reasonable steps to provide a healthy, safe, and secure environment for all members of the campus community. (Institutional environment)

Compliance Status: Compliant

The University of South Florida (USF) is committed to providing a healthy, safe, and secure environment that is conducive to living, learning, and working on campus. USF has five major divisions that help ensure a healthy, safe, and secure environment: University Police, Environmental Health and Safety, Facilities Management, Student Affairs, and Emergency and Safety Management.

University Police Department

The University Police are law enforcement officers of the State of Florida in accordance with Florida Statute 1012.97[1] and have the right to arrest, in accordance with the laws of this state, any person for violation of state law or applicable county or city ordinances when such violations occur on or within 1,000 ft. of any property or facilities that are under the guidance, supervision, regulation, or control of the University, a direct-support organization of the University, or any other organization controlled by the University, or when such violations occur within a specified jurisdictional area as agreed upon in a mutual aid agreement entered into with a law enforcement agency pursuant to Florida Statute 23.1225(1)[2]. The University Police Department (UPD) is a full-service law enforcement agency that is accredited by the Commission for Florida Law Enforcement Accreditation, Inc[3]. UPD has a force of 45 University police officers, 2 security guards, 10 communication specialists, and 5 support staff. The Department is a 24-hour-per-day, 365-day-per-year operation. All University police officers are certified by the State of Florida after completing minimum standards training from the Regional Police Training Academy. General services provided by UPD include car, foot, bike, marine, and motorcycle patrols; criminal investigation of all misdemeanors and felonies; traffic enforcement; crash investigation; medical emergencies; fire emergencies; enforcement of laws regulating consumption of alcoholic beverages and use of controlled substances; and other incidents requiring police assistance. UPD also conducts crime prevention programs and presentations on safety at new student orientations and residence-hall student orientations, which are held frequently during fall and spring semesters for the benefit of students, faculty, and staff.

The core of UPD is the Communications Center, a state-of-the-art electronic center that links University personnel with the officers on patrol. All calls for assistance and reports of criminal activity are received here. Emergency Blue Light Phones[4] are strategically located throughout campus and provide immediate emergency contact with the Communications Center. Activating the blue light is just like calling 911, but with additional location data. The Communications Center also monitors campus security alarms and elevator alarms.

UPD supplements its efforts 24 hours per day, seven days per week with a team of unarmed security guards who routinely monitor the campus grounds and buildings. The services provided by the private security guards includes, but is not limited to, patrolling security posts, monitoring security systems, maintaining security infrastructure, and carrying out basic security tasks as required by UPD. All private security guards providing security services must have a Class "D" license in accordance with Florida Statute 493.6301, Section 5[5].

UPD also supervises the SAFE (Safe and Free Escort) Team, an on-campus escort program that provides members of the USF community a safe option for getting to their car or residence hall after class or to or from the Library. The SAFE Team patrols campus at night and provides assistance to the USF community in a number of ways. The SAFE Team's first priority is to reduce students' risk when they are most vulnerable—while walking by themselves or waiting for someone to pick them up. The SAFE Team, in one of their golf carts, can provide a safe escort for these students. In addition, as SAFE Team patrols the campus, their presence deters

criminals from having an opportunity to commit a crime without being observed. The SAFE Team reports all suspicious activities to the University Police. Finally, the SAFE Team creates awareness around campus about how to avoid violent crimes and ensure personal safety while on campus through programs and showcases.

The UPD is responsible for providing statistical information on campus crime to the federal Department of Education, as required by the Student Right to Know and Campus Security Act of 1990 (the Clery Amendment)[6]. Each year, the UPD publishes and makes available on its Department website the Annual Security & Fire Safety Report[7] which meets compliance standards set forth by the Clery Act. The Annual Security & Fire Safety Report explains the service offerings of the UPD, prevention services, and USF crime statistics. The publication also includes safety tips and information on safety programs offered by other University divisions. Further, the UPD provides an hourly activity log[8] that is updated each hour on its Department website, where timely community crime alerts[9] may be viewed as well.

Environmental Health & Safety

USF strives to provide a safe and healthy campus by empowering the Division of Environmental Health & Safety (EH&S), under the Vice President for Administrative Services, to promote a safe and healthy environment for all members of the University community. EH&S is responsible for planning, implementing, and administering the University's health and safety program and for providing supportive technical consultation, training, investigation, and inspection to ensure compliance with guidelines set forth by federal, state, and local laws and regulations. Its primary functions are to assist the University community in meeting health and safety responsibilities, to prevent or reduce accidents, and to identify and eliminate environmental hazards and dangerous conditions.

USF's Environmental Health & Safety policies and procedures[10] reflect current best practices and governmental regulations. Implementation of these policies and practices is a team effort involving departmental safety representatives; department heads, supervisors, and administrators; and the environmental safety professionals of the Division staff. Through education, training, on-site audits, meetings, consultations, and recommendations, the Division provides a safe University environment.

The Division of Environmental Health & Safety has oversight of several areas of responsibility that pertain to the provision of a healthy, safe, and secure environment on campus. These include the following:

- air quality and biosafety,
- fire safety,
- hazardous waste,
- industrial hygiene and occupational health and safety,
- laboratory and research safety,
- risk management, and
- workers' compensation.

Training and oversight are primary functions for EH&S to ensure safety in these areas. To educate faculty, staff, and students, safety training is provided in several formats, including traditional classrooms, in the field, online, and multimedia, such as instructional audiotapes, videotapes, and more. The safety training registration and records have been integrated with the University's human resources management system, PeopleSoft, resulting in a record of the number of faculty and staff participating in the university's comprehensive safety training programs[11].

To maintain a safe environment in USF's laboratories and studios, EH&S conducts a review[12] of labs twice a year and meets with Primary Investigators and Lab Managers to discuss lab safety when new labs have been established. EH&S offers required safety training courses[13] throughout the year (Lab Safety Training Schedule 2014[14]) for lab participants and tracks the attendance to ensure that anyone who is working in a lab has taken the required training.

The EH&S Fire Safety Division ensures the continuation of a fire-safe environment through education, inspection, maintenance, and testing of fire systems (alarms, suppression, and extinguishing systems). In addition, staff provides fire safety training to faculty, students, and staff in the areas of general fire safety and extinguisher use. EH&S is responsible for strict compliance with the Florida Fire Prevention Code, review of new and existing construction, monthly re-inspections of previous fire code violations, monthly fire extinguisher inspections, and support of other divisions within EH&S. The State Fire Marshal inspects campus buildings on an annual basis. EH&S works closely with the Fire Marshal and conducts pre- and post-visit fire code inspections to proactively correct fire code concerns and to ensure that there is follow-through on any fire code problems detected. EH&S also conducts fire evacuation drills[15] in all campus buildings at least once a year.

EH&S tests fume hoods (Fume Hood Test Rslts., 2014[16]) on an annual basis (Fume Hood Test Sched., p. 3[17]) to ensure that they are performing within specifications to protect its users.

Facilities Management

The Division of Facilities Management[18] is responsible for campus planning, development, maintenance, enhancement, and operation of the University's buildings, grounds, and utilities. The Division's objectives are carried out by experienced, professional employees within its two departments: Physical Plant[19] and Facilities, Planning and Construction[20].

Physical Plant is responsible for the operation, maintenance, and repair of campus buildings and grounds, ensuring that the physical environment is healthy, safe, and secure. USF maintains a qualified staff of maintenance technicians and grounds-keeping and custodial professionals to provide needed response to physical or environmental issues. Facilities and grounds are regularly inspected and/or tested for health and safety concerns. When a health or safety issue is discovered and reported, it is entered into the work order system and handled on a priority basis. Additional physical safety and environmental needs can be reported to the Physical Plant by the use of the online work order system[21]. Every USF employee with access to a computer is able to report building deficiencies directly to the Physical Plant.

In addition to the University's Physical Plant Division, some campus units employ their own dedicated maintenance units. These include Student Affairs (Housing & Residential Education, Campus Recreation, and the Marshall Student Center), Athletics, and the Sun Dome Arena.

The Building Code Administration Program[22], within the Department of Facilities Planning & Construction, ensures that all new buildings constructed, modifications to existing buildings, repairs, demolitions, and all installations of building systems meet Florida Building Code requirements. The Building Code Administrator is certified by the Council of American Building Officials and licensed by the Department of Professional Regulation as a Building Official. This office supervises, directs, and enforces the permitting and plans examination and inspection programs in all USF buildings. When the Building Code Administrator is satisfied that all code requirements have been met, he or she issues a certificate of occupancy.

Most campus buildings are now equipped with a card access system for enhanced security. The objective of the electronic Building Access Control system is to increase the security by better managing the access to facilities. Card access is required for all student residential buildings and most academic and ancillary buildings.

Twice a year, a student organization called Necessary Improvements to Transform the Environment (NITE) conducts a NITE Walk in which students and other members of the USF community walk the campus during nighttime hours and document items they believe would improve security measures (i.e., a need for increased lighting, etc.) Facilities Management, Parking & Transportation Services, and Housing & Residential Education use the Walk's report[23] to prioritize security improvements.

Student Affairs

The Division of Student Affairs provides quality programs, services, and initiatives that facilitate student development, learning, and success. The Department of Student Health and Wellness, part of the Division of Student Affairs[24], manages Student Health Services, the Counseling Center, Wellness Education, Campus Recreation, Students of Concern Assistance Team, and Victim Advocacy and Violence Prevention. The services provided by the departments of USF Wellness are funded by student health fees, making many of their services available at no charge to enrolled students in the semester in which they are registered. USF Wellness embraces a comprehensive and holistic approach to wellness. The programs, services, initiatives, and facilities are critical in helping students maintain a healthy and balanced life.

Student Health Services[25] offers a variety of medical services[26] that are provided by licensed and credentialed doctors, physician assistants and nurse practitioners[27]. Regular office visits are free to registered students, though certain procedures, tests, and lab work may have a charge for services provided. In the first 10 months of the 2012-13 fiscal year, Student Health Services welcomed 25,573 students for clinic visits, a 5% increase over the 2011-12 fiscal year. In addition, there were 164 employee health visits, a 173% increase in utilization from the prior fiscal year (Annual Rpt., SHS, 2013[28]).

The Counseling Center[29] offers comprehensive psychological services that are designed to enhance the personal, social, educational, and career development of the University's students. The Counseling Center provides services that allow students to recognize strengths and areas for growth, identify realistic goals, make healthy choices, develop better coping skills, and

become more effective problem-solvers and decision-makers. In the 2012-13 fiscal year, the Counseling Center increased the number of students who were provided clinical services (Counseling Center Annual Report, 2013[30]).

Wellness Education[31] promotes the health and academic success of students through various wellness initiatives and manages the Wellness Center. At the Wellness Center, students can meet with a registered dietitian; get a blood pressure screening; check height, weight, and BMI; pick up free condoms, and gather information on a variety of health and wellness topics. The goal of Wellness Education is to help students adopt a balanced lifestyle. Wellness Education also helps connect students with professionals who support different aspects of student well-being by putting students in touch with members of the Counseling Center, Student Health Services, Campus Recreation, and the Center for Victim Advocacy and Violence Prevention.

The Campus Recreation Center[32] provides several opportunities for maintaining and improving physical fitness, with a variety of fitness equipment, courts, a pool, a ropes course, intramural teams, excursions, and more. Trained staff closely monitors the Campus Recreation Center. All equipment is set up and taken down by staff, and proper attire is enforced to ensure user safety. In the 2012-13 fiscal year, Campus Recreation experienced an increase in all program areas and facilities, with over 550,000 participants and 2,055 registered intramural teams, resulting in over 16,000 participant hours (Campus Recreation Annual Report, 2013[33]).

The Students of Concern Assistance Team[34] (SOCAT) is a multi-departmental committee that provides supportive intervention and guidance to students who are struggling. The Committee's goal is to help the student focus on academic success, avert more serious difficulties, and ensure the safety of both the student and the USF community. SOCAT is primarily comprised of members of Student Affairs, the University Police Department, Undergraduate Studies, and Graduate Studies, with representatives from other campus departments joining discussions when relevant. In fiscal year 2012-13, SOCAT provided outreach and assistance services to 337 students, a 32% increase over the previous year, and reviewed approximately 300 referrals, an increase of 11% (SOCAT Annual Report, 2013[35]).

The Center for Victim Advocacy and Violence Prevention has trained victim advocates on staff to provide free and confidential services to USF students, faculty, and staff, both men and women, who have experienced crime, violence, or abuse, for incidents occurring on or off campus, recently or in the past. Services are tailored to meet an individual's needs, and requests and may include the following:

- crisis intervention;
- emotional support;
- personal and systems advocacy;
- court accompaniment;
- information, options, and referrals;
- victim helpline;
- safety planning;
- prevention and education presentations; and
- assistance filing police report, injunction for protection, crime victim's compensation claim, and sexual harassment complaint.

A crime victim advocate is available weekdays, 8:00 a.m. to 5:00 p.m. by calling or dropping by the Center's office. An advocate is available after hours and on weekends and holidays in the case of violent crime through the USF Police Department. In fiscal year 2013, the Center for Victim Advocacy and Violence Prevention provided 33 violence prevention educational presentations to 1,207 campus participants and 129 other educational presentations to 4,274 additional University students (Victim Advocacy Annual Report, 2013[36]).

In addition to the services provided by the Department of Student Health and Wellness, the Department of Housing and Residential Education[37], also within Student Affairs, is dedicated to creating safe and welcoming residential communities that promote student success. Housing and Residential Education staff are active in conducting fire drills and related health and safety programs for residents. Resident Assistants (RAs) go on nightly rounds of the residential areas, building community and supporting a safe campus environment. Additionally, Housing and Residential Education works with campus partners, including the UPD, to host safety-oriented programs inside the residence halls.

Core Requirement 2.10 contains additional information on Student Affairs health and safety activities.

Emergency & Safety Management

BOG Regulation 3.001[38], Campus Emergency Management, and BOG Regulation 1.001[39], University Board of Trustees Powers and Duties, outline the requirements of campus emergency management programs and the responsibility for campus safety and emergency preparedness, respectively. USF Policy 6-010[40] establishes the framework for emergency management at USF.

The Emergency & Safety Management team is comprised of staff members from the University's administration, technical services and support, the UPD, emergency management, and security. The entire team is committed to serving students, faculty, staff, and visitors through a variety of preventative and responsive programs and services.

USF's Emergency and Safety Manager[41] (ESM) is responsible for coordinating USF's emergency and safety preparedness and response and works closely with leadership and department heads to develop and regularly update the University's Emergency Operations Plan and Continuity of Operations Plan. The ESM conducts safety campaigns and trainings to mitigate emergencies and to ensure that the University can respond and recover quickly if one should occur. Working in collaboration with Emergency & Safety Management, Physical Plant plays a key role in emergency and disaster management.

USF publishes emergency preparedness information to educate students, faculty, and staff. These publications include the following:

- Security & Fire Safety Report[7], which meets compliance standards set forth by the "Student Right to Know and Campus Security Act";
- COOP[42] (available only on site);
- Emergency Operations Plan[43];
- Faculty and Staff Alert Guide[44]; and

- Hurricane Planning Guide[45].

The University incorporates a variety of methods to communicate with faculty, staff, and students during emergency situations, depending on the nature of the emergency. Messages are delivered using the University Emergency Notification Systems, which includes the following methods:

- MoBull, an opt-in cell phone text alert;
- Exterior Audible Public Announcement System, a campus-wide, outdoor alert that will sound and communicate the nature of the emergency and a call to action;

- alerts posted on the main page of the University's website (www.usf.edu)
- email blasts to the USF community;
- electronic bulletin boards located in various buildings around campus; and
- desktop alerts on the Tampa Campus (includes faculty/staff computers and classrooms and labs where computers are maintained by USF IT and USF Health IS).

The USF emergency notifications plan has been tested during real world-emergency situations and has also been exercised during periodic functionality testing pursuant to USF's Procedure for Testing of the Emergency Notification Systems[46]. Announcements[47] to the University community are made one week prior to all functionality tests. The plan is reviewed after each activation for effectiveness and is updated as appropriate to ensure efficient and effective delivery of emergency information to the USF community.

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

Compliance Status: Compliant

The University of South Florida (USF) operates and maintains physical facilities both on and off campus that are adequate to serve the needs of the institution's educational programs, support services, and mission-related activities.

There are 10 physical facilities sites, the largest of which is the Tampa Campus. The Tampa campus[1], including the Health Sciences Center and the H. Lee Moffitt Cancer Center, contains over 270 buildings on 1,560 acres. Facilities for the College of Marine Science[2] are maintained at St. Petersburg.

The University's facilities are adequate in that they are generally comfortable and appealing to attract and retain a growing number of highly qualified students, faculty, and staff from an increasingly competitive market. USF's planning processes endeavor to continuously increase and improve the quality and quantity of space in order to alleviate existing overcrowding and scheduling limitations, improve teaching and research environments, and provide for anticipated

enrollment growth. The process is motivated by mission alignment, including prioritizing research, academic, and student life needs. While the institutional mission and strategic directions determine priorities with respect to educational programs and support services on a given campus, state funding levels have an effect on the timing and quantity of new and renovated space.

The Comprehensive Master Plan

The Campus Master Plan, Educational Plant Survey, Capital Improvement Plan, Building Programs, Building Design/Construction Guidelines, Project Status Reports, Space Inventories, and Post Occupancy Evaluations are inclusive, overlapping processes that inform and set the standards for quality facilities from initial vision to occupancy.

- The Campus Master Plan[3] (Tampa) provides mission-related goals, objectives, and policies to comprehensively guide campus development, assess off-campus impacts, and ensure adequate support systems.

- The Educational Plant Survey[4] provides, on a five-year cycle, space inventory verification and recommends new facilities based on mission, existing conditions, academic program requirements, and generated space needs by formula.

- The Capital Improvement Plan[5] (CIP) provides the annual request for state funds for the next five years of academic facilities and infrastructure projects on all campuses, based on estimated project budgets.

- Building programs describe the vision of each project in terms of the University, college, or campus mission, as well as the schedule, funding source, required spaces (by individual room size and attributes), functional adjacencies, required site-work, project budget, and any other pertinent project pre-design information.

- USF's Building and Design Standards[6] establish general, and at times specific, parameters for physical facilities that are intended for USF-wide use.

- USF's Project Report[7] provides continuity of communication within the University community to assure building program objectives are achieved during the design and construction phases of the development of physical facilities, to meet the University educational program needs.

- The Site Inventory[8] and Building Inventory[9] provide detailed quantitative and qualitative existing facilities information for use by campus constituents to monitor, maintain, evaluate, and justify future needs.

Off-Campus Locations

Board of Governors Regulation 17.001[10] and USF Policy 4.012[11] provide that when adequate space is not available to support the accomplishment of the University's programs, procedures are in place to lease public or private property and to ensure that leased property is appropriately maintained as part of the leasing contract. The University owns or leases facilities at off-campus locations that include the following:

- The Center for Advanced Medical Learning & Simulation[12] (CAMLS) is a 90,000 sq. ft., three-story facility, located in downtown Tampa. CAMLS combines cutting-edge simulation with research and innovation to move the latest advances in healthcare into practice. Students have access to a variety of high-tech simulators, operating rooms, and medical equipment where they can practice procedures and simulated surgical cases ranging from general surgery and trauma scenarios to a number of different specialty surgical cases (Education Center[13]; Surgical Training Center[14]; Virtual Patient Care Center[15]; Research and Innovation Center[16]).

- USF Health South Tampa Center for Advanced Healthcare[17], located on the Tampa General Hospital Campus on Davis Islands, is a seven-story building with 126,000 sq. ft. The facility combines world-class health care with a state-of-the-art building designed to facilitate learning in health teams.

- The USF Research Foundation, a not-for-profit, direct-support organization (DSO), owns and operates the USF Research Park of Tampa Bay[18], which includes four buildings with a total of 240,015 net assignable sq. ft. The USF Office of Research and Innovation and several academic departments lease space in the USF Research Park.

- USF at Lakeland is located in Polk State College facilities. USF will "teach out" all degree programs and continue to provide a full array of academic and student support services for students of the former USF Lakeland Campus through Summer 2015.

- USF Health partners with healthcare professionals and facilities[19] throughout the region. These multiple locations give patients easy access to the best patient-care experts and provide diverse educational opportunities for medical students and residents.

The report for *Core Requirement 2.11.2 (Physical Resources)* provides additional information about the University's on- and off-campus locations.

Facilities Management

It is the mission of the USF Division of Facilities Management[20], which is comprised of the Departments of Facilities Planning & Construction[21] and Physical Plant[22], to maintain an aesthetically pleasing campus environment that is conducive to teaching, learning, and research. Facilities Management is responsible for the facilities support for all University state-funded real property, including repair planning, minor renovations and construction, utilities, maintenance, grounds, and building services. Facilities Management falls under the responsibilities of the Vice President for Administrative Services, who reports to the Senior Vice President for Business and Finance and Chief Operation Officer.

Facilities Planning & Construction

Facilities Planning & Construction provides leadership through comprehensive, professionally based management services in the development of University facilities and a collegial environment conducive to research, education, and community service. These services include campus planning, capital budget management, procurement and contracts management, major and minor project management, building code administration, space file management, sustainable design and construction program, campus building record management, and campus infrastructure and utility management.

Physical Plant

Maintenance

The Maintenance Department is the in-house labor force that provides scheduled maintenance and report of facilities. Multiple programs have been instituted by USF Physical Plant units to provide for a systematic maintenance process. On the Tampa campus, this begins with an automated preventive Routine Maintenance Program[23]. This program automatically generates work orders to predetermined shops for inspection, testing, and repair of systems and their components on a routine and recurring basis. This program is designed to extend the life of systems and their components and to minimize failures and unscheduled outages. The program is utilized for all building systems including utility plants and infrastructure.

Physical Plant management meets on a monthly basis with representatives from colleges and units from around the Tampa campus to receive information concerning the needs of these users and deficiencies within their facilities. These programs, in conjunction with work requests that are received in the Service Center from the Tampa campus community, enable Physical Plant to have a comprehensive system to assess deficiencies and to provide corrective actions on the University's largest campus.

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

In order for Physical Plant services to continue for the benefit of the campus communities and for the protection of campus facilities, emergency services on all campuses are provided through Emergency and Safety Management[24]. Emergency Operations Plans[25] are also in place on all campuses and available to ensure the highest and most appropriate response and actions in support of the campus communities.

Building Services

The Building Services Department is responsible for the overall cleanliness of 5,327,836 sq. ft. of interior spaces. Each building has workers assigned to perform scheduled and routine maintenance. Building Services tasks are scheduled on two shifts in all campus buildings on a daily, weekly, or monthly basis to ensure cleaning is completed. In an effort to maintain cleanliness standards, Physical Plant has developed custodial teams who work together to clean buildings. The team concept improves work accountability and lessens the impact of a learning curve when new employees replace individuals who have either left employment or who have been reassigned to other areas.

Grounds Maintenance

The Grounds Department's responsibilities encompass mowing, edging, trimming, pruning, landscape renovation, and construction. The campus is divided into zones for landscape maintenance purposes. In addition, this Department is also responsible for solid waste removal and recycling and provides event setup and moving services for campus functions.

Facilities Enhancements

The Facilities Enhancement Department provides project management for building renewal and large-scale repair projects, such as roof replacements, roadway repairs, landscaping, flooring, painting, electrical, mechanical, and plumbing systems.

The Division of Student Affairs provides maintenance, building services, and grounds maintenance for the University's residential facilities, the Marshall Student Center, Student Health Services, and Campus Recreation facilities. Parking & Transportation Services provides these services for parking lots and garages and works closely with Facilities Management to balance campus parking needs with the Master Plan. USF Athletics maintains the facilities in the athletic district.

iv INSTITUTIONAL RESPONSIBILITY FOR COMMISSION POLICIES
3.12 Responsibility for Compliance with the Commission's substantive change procedures and policy

3.12.1 The institution notifies the Commission of changes in accordance with the Commission's substantive change policy and, when required, seeks approval prior to the initiation of changes. (Substantive change)

Compliance Status: Compliant

The University of South Florida (USF) notifies the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) of substantive changes in University programs and scope of operation and, when required, seeks approval prior to the initiation of changes. To ensure that the institution reports such changes promptly and consistently, USF has formalized reporting procedures.

The policies and procedures of the Florida Board of Governors (BOG) do not address substantive change as defined by SACSCOC; therefore, an internal policy for the coordinated reporting to the SACSCOC of all substantive changes was promulgated by the Office of General Counsel (OGC) in December 2011. The policy was updated in November 2013, (USF Policy 10-061, System Policy on Reporting Substantive Changes[1]), signed by the Provost and Executive Vice President and the President, and added to the OGC regulation and policy website.

USF Procedures for Reporting Substantive Change

Immediately following the promulgation of USF Policy 10–061, Policy on Reporting Substantive Changes, the duties of the Institutional Accreditation Liaison for SACSCOC were transferred to the Associate Vice President, Office of Institutional Effectiveness, Academic Planning and Review (OIE). In accordance with USF Policy 10-061 and sub-part 2 of the Liaison with SACS, Charge of Duties[2], the Associate Vice President, serving as the Accreditation Liaison with SACSCOC, was charged with providing guidance and oversight of the University's substantive change process, identifying substantive changes, and working with initiating units within the institution to prepare the appropriate notification to the President of the SACSCOC.

Subsequently, all USF materials, policies, and procedures related to regional accreditation were updated, and a detailed set of procedures for reporting substantive change at USF[3] was finalized and posted on the Office of Institutional Effectiveness, Academic Planning and Review (OIE) website[4]. Step-by-step procedures are included in the Substantive Change Guidelines Documents[5]. All programs, regardless of level or mode of delivery, must follow the substantive change procedures. The procedures begin with instructions on evaluating the need for substantive change, includes an application for substantive change, and ultimately results in a completed package for submission to SACSCOC. An example of a substantive change[6] and subsequent approval by the SACSCOC[7] conducted in this manner demonstrates the execution of this set of procedures.

The process for developing and disseminating institutional procedures falls to the designee of the USF CEO, in this case the Associate Vice President for Institutional Effectiveness, Academic Planning and Review. In typical fashion, the procedures were constructed and disseminated to relevant institutional administrative and faculty constituencies[8] for review and comment, including dissemination to the Campus Leadership Council attended by deans, vice presidents, and senior administrative staff and to the Council of Deans and Council of Chairs, which included a discussion of the substantive change process.

OIE tracks substantive changes, and the list of all substantive changes since the last reaffirmation[9] demonstrates the execution of and commitment to the substantive change

policy. In addition to duties as SACSCOC Liaison, the Associate Vice President for OIE is responsible for oversight of new program authorization as well as assisting in the promulgation of policies and procedures relevant to distance learning. As part of those duties, the Associate Vice President monitors new programs for substantive change[10].

Subsequent to the approval and posting of the Substantive Change Procedures, USF academic units have been responsive to the requirement that all substantive changes be handled in a timely and appropriate manner. For example, a Memorandum of Understanding[11] between the USF and the Palazzi-Florence Association for International Education was executed in the manner required by SACSCOC.

It should also be noted that BOG Regulation 8.009, Educational Sites[12], and USF Policy 10-235, Educational Sites[13], require institutional approval and monitoring of all programs on off-campus sites. This includes the establishment, reclassification, or closure of sites. No program may be established at a new instructional site without Board of Trustees (BOT) and Board of Governors approval. The USF Policy on Educational Sites cross-references substantive change policy[14] as it relates to SACSCOC requirements.

USF adheres to all SACSCOC policies on substantive change. Adherence was demonstrated by USF's response to SACSCOC[15] when asked to provide our policies, procedures and evidence that we follow those policies and procedures for reporting substantive change. In a subsequent SACSCOC substantive change approval concerns about our policies and procedures were mitigated[16]. Also included in the response is a description of USF's methods for developing and implementing the policies and procedures as well as a description of our efforts to ensure appropriate dissemination and compliance with policies and procedures. Additional information on USF's compliance with SACSCOC policies is provided in *Comprehensive Standard 3.13.1 (Policy Compliance)*.

3.13 Responsibility for compliance with other Commission policies

3.13.1 The institution complies with the policies of the Commission on Colleges. (Policy compliance)
"Accrediting Decisions of Other Agencies"

Applicable Policy Statement. Any institution seeking or holding accreditation from more than one U.S. Department of Education recognized accrediting body must describe itself in identical terms to each recognized accrediting body with regard to purpose, governance, programs, degrees, diplomas, certificates, personnel, finances, and constituencies, and must keep each institutional accrediting body apprised of any change in its status with one or another accrediting body.

Compliance Status: Compliant

The Florida Board of Governors (BOG) Regulation 3.006, Sections 2 and 3[1] establish the clear expectation that all Florida state universities will take action to seek and maintain regional accreditation through the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and national or specialized accreditation from other recognized

accreditors for its colleges, schools, and academic programs where applicable. In fulfilling this requirement, the University of South Florida (USF) maintains discipline-specific accreditation from 44 specialized program accreditors[2], including 16 recognized by the U.S. Department of Education[3].

BOG Regulation 3.006, Section 4[4], also requires each State University System (SUS) institution to submit the results of an annual accreditation survey to the BOG. To satisfy this requirement, the Office of Institutional Effectiveness, Academic Planning and Review (OIE) annually updates and submits the complete list of discipline-specific accreditations of USF programs to the BOG[5]. The survey includes the name of the academic degree program and level, name of the accrediting body, accreditation status, date of first accreditation, date current accreditation expires, and adverse actions. If an institution does not seek national or specialized accreditation for one of its programs, it is also required to provide the BOG with a rationale for not doing so .

USF Description in Accreditation Documents

USF's accreditation liaison is the administrative head of OIE and is responsible for notifying the Commission of any accreditation changes. No federally recognized accreditor has withheld or withdrawn accreditation from an academic program at USF since the last reaffirmation. The accreditation liaison, in conjunction with the Office of the General Counsel, also performs ongoing audits of all USF policies as they relate to accreditation requirements. Policies found to be out of date or in need of change are referred to those in charge of the policy area. Changes are made following USF Policy 0-001, Section V[6] prescribed procedures.

Much of the information provided to external agencies, including accrediting bodies, is taken from standard sources such as the Undergraduate and Graduate Catalogs and data submitted to the Florida BOG or gathered through other institutional processes. In order to ensure that the description of USF is consistent across all documents, the USF Office of Marketing and Communication provides a website[7] with a USF Boiler Plate Statement[8] and guidelines for its use in official USF documents, including accreditation documents. In addition, the Office also approves and maintains the language on the "About USF" website[9] that is used throughout the University to describe USF, its history, and its mission and vision. The current description on this website dates from February 2014.

Use of the USF description can be seen in specialized accreditation documents that used the language available at the time the documents were written. The following documents serve as examples:

- Accreditation Application, Communication Sciences and Disorders[10],   College of Behavioral and Community Sciences Speech-Language Pathology Program (submitted to the Council on Academic Accreditation in Audiology and Speech-Language Pathology [CAA])

- Accreditation Application, Physical Therapy Program USF Department of Physical Therapy[11] (submitted to the Commission on Accreditation in Physical Therapy Education)

- Accreditation Letter, Health Administration, USF College of Public Health[12], Master of Health Administration Program (submitted to the Commission on Accreditation of Health Management Education)

In compliance with BOG Regulation 3.006[13] (Accreditation) and BOG Regulation 8.015[14] (Academic Program Review), USF Policy 10-062[15] (Academic Program Review and Specialized Accreditations) integrates discipline-specific accreditation with program review and requires that "all academic programs as well as those with specialized accreditation must submit a self-study, dean's report, external consultant reports, accreditation documents and notifications to the designated office" (OIE). This ensures the consistency of representation of the institution across all program review and accreditation reports. Furthermore, OIE coordinates all data included in program review and accreditation reports with the Office of Decision Support to ensure data consistency across reporting units.

3.13.2 The institution complies with the policies of the Commission on Colleges. (Policy compliance)
"Collaborative Academic Arrangements: Policy and Procedures"

Applicable Policy Statement. Member institutions are responsible for notifying and providing SACSCOC with signed final copies of agreements governing their collaborative academic agreements (as defined in this policy). These arrangements must address the requirements set forth in the collaborative academic arrangements policy and procedures. For all such arrangements, SACSCOC-accredited institutions assume responsibility for (1) the integrity of the collaborative academic arrangements, (2) the quality of credits recorded on their transcripts, and (3) compliance with accreditation requirements.

Compliance Status: Compliant

At the University of South Florida (USF), the Substantive Change Policy governs agreements involving joint and dual academic awards, with guidance provided by the USF Substantive Change Procedures and the terms and conditions of collaborative academic arrangement. These guidelines and policies ensure the integrity of collaborative academic arrangements, the quality of credits recorded on transcripts, and compliance with accreditation requirements. Information on substantive change policies and procedures is provided in *Comprehensive Standard. 3.12.1 (Substantive Change)*.

USF Policy 10-061, Reporting Substantive Changes[1], governs agreements involving joint and dual academic awards, with guidance provided by the Substantive Change Guidelines[2] as well as standard terms of conditions[3] that must be addressed in all collaborative academic

arrangements. The terms of conditions emanate from the SACSCOC policy statement on Agreements Involving Dual and Joint Awards[4] .

All such programs have undergone the scrutiny of the Office of the General Counsel and the Office of Institutional Effectiveness, Academic Planning and Review (OIE) to ensure that the memoranda of understanding or other contractual agreements meet both legal and SACSCOC requirements. The College of Business program in Lima, Peru[5] is an example of a collaborative academic arrangement that fulfills the SACSCOC policies and procedures.

Tracking Substantive Changes and Dual or Joint Academic Programs

The SACSCOC Liaison and OIE maintain procedures for all substantive change and dual or joint academic programs. The Substantive Change Review table[6] shows all such changes and additions of dual or joint programs since the last reaffirmation in 2005.

3.13.3 The institution complies with the policies of the Commission on Colleges. (Policy compliance)
"Complaint Procedures Against the Commission or its Accredited Institutions"

Applicable Policy Statement. Each institution is required to have in place student grievance policies and procedures that are reasonable, fairly administered, and well-publicized. (See FR 4.5). The Commission also requires, in accord with federal regulations, that each institution maintains a record of complaints received by the institution. This record is made available to the Commission upon request. This record will be reviewed and evaluated by the Commission as part of the institution's decennial evaluation.

Compliance Status: Compliant

The University of South Florida (USF) supports the right of students to present complaints, file grievances, and appeal outcomes in an environment free of fear, retaliation, or other adverse consequences. USF has formal, written policies and procedures for addressing academic and non-academic written student complaints that are available to all students regardless of the location or mode of course delivery. A number of offices and committees are responsible for implementing these established policies and procedures.

Various USF policies and regulations define the procedures for asserting student complaints on academic matters. USF Policy 10-002[1], Student Academic Grievance Procedures, ensures that all undergraduate and graduate students enrolled at USF have an opportunity for an objective review of facts and events pertinent to the cause of an alleged academic grievance. USF Regulation 3.027[2], Academic Integrity of Students, describes the process for addressing complaints. USF Regulation 3.025[3], Disruption of Academic Process, addresses issues of academic disruption caused by student behavior.

Procedures for non-academic student complaints are also addressed by numerous USF policies and regulations, including USF Regulation 6.0021[4], Student Code of Conduct; USF Policy 0-007[5], Diversity and Equal Opportunity: Discrimination and Harassment; USF Policy 0-004[6], Sexual Misconduct/Sexual Harassment; and USF Policy 0-108[7], Disability and Accommodations.

All policies, regulations and procedures are available and disseminated to students through various methods, including the websites of the Office of the General Counsel, Office of Undergraduate Studies, Office of Graduate Studies, and the Office of Registrar, and in the University Undergraduate and Graduate Catalogs and the Student Handbook. *Federal Requirement 4.5 (Student Complaints)* contains deta iled descriptions of the policies, regulations, and procedures, as well as their availability to students .

Records of student academic complaints are maintained in their respective areas. For example, records of academic complaints are housed in the colleges (e.g., College of Arts and Sciences[8] and College of Nursing[9]),the Office of Undergraduate Studies[10], and the Office of Graduate Studies[11]. The Dean for Students[12] in Student Affairs maintains non-academic complaints records . USF's Office of Diversity, Inclusion and Equal Opportunity[13] is responsible for administering the complaint and investigation process for student complaints pertaining to discrimination, harassment, and sexual violence . The College of Medicine Office of Student Affairs is responsible for responding to and maintaining records on student complaints within that college.

Federal Requirement 4.5 (Student Complaints) provides a more detailed discussion of the student complaint procedures in each area, including examples of written student complaints and their processes and resolutions. Additional USF records of student complaints will be made available to SACSCOC upon request.

3.13.4a The institution complies with the policies of the Commission on Colleges. (Policy compliance)
"Reaffirmation of Accreditation and Subsequent Reports"

Applicable Policy Statements. An institution includes a review of its distance learning programs in the Compliance Certification.

Compliance Status: Compliant

The University of South Florida's (USF) distance education program is an alternative mode of delivery that extends the reach of USF's credit-bearing programs; therefore, the core requirements, comprehensive standards, and federal requirements that apply to the "traditional" methods of delivering USF's credit-bearing courses/programs also apply to USF's distance education courses. A summary of USF's distance education program[1] as it relates to each of the SACSCOC requirements/standards is provided.

All USF courses are developed and approved as traditional courses before being adapted and approved for online delivery and integrated into the University's academic programs. Courses are reviewed on a cyclical basis as part of the academic program review process[2].

USF Policy 10-042. Non-traditional Education Including Online Delivery and Continuing Education[3], specifically assigns accountability to the academic colleges for ensuring that student learning outcomes and the academic content of distance education courses/programs comply with requirements and procedures that are mandated through the Florida Board of Governors (BOG), the Southern Association of Colleges and Schools Commission on Colleges and Schools (SACSCOC), and USF System Policies and Procedures, including but not limited to:

- ensuring the comparable assessment of student learning outcomes for traditional and nontraditional courses and programs,
- documenting appropriate qualifications for faculty teaching distance education courses,
- providing regular evaluation of distance education faculty, and
- ensuring distance education faculty members engage in training and professional development that focus on the successful delivery of distance education.

Additionally, USF Policy 10-065, Credit Hours[4], mandates that credit hours awarded to students enrolled in USF courses meet the federal definition of a credit hour. The policy also requires that credit hours awarded to distance education courses be awarded on the basis of the following:

- documented student learning outcomes that reflect the amount of academically engaged time for a typical student in a traditional format, and
- documentation of the amount and type of work a typical student is expected to complete within a specified period of academically engaged time.

Additional information on defining credit hours is provided in *Federal Requirement 4.9 (Definition of Credit Hours.)*

3.13.4b The institution complies with the policies of the Commission on Colleges. (Policy compliance)
"Reaffirmation of Accreditation and Subsequent Reports"

Applicable Policy Statements. If an institution is part of a system or corporate structure, a description of the system operation (or corporate structure) is submitted as part of the Compliance Certification for the decennial review. The description should be designed to help members of the peer review committees understand the mission, governance, and operating procedures of the system and the individual institution's role with in that system.

Compliance Status: Compliant

The University of South Florida (USF) is a constituent institution of the Florida State University System (SUS). A description of SUS operation and USF's role within that system is included in

the "Governance Control" section of the document "Institutional Summary Form Prepared for Commission Reviews" that accompanies this Compliance Certification Report.

The Constitution of the State of Florida, Article IX, Section 7(b)[1] creates a single State University System comprising all public universities. Florida Statute 1001.706, Section 1[2] establishes a single Board of Governors (BOG) that governs the system and is responsible for policy decisions, the implementation and maintenance of high-quality educational programs, the measurement of performance, the reporting of information, and the provision of input on state policy, budgeting, and education standards. BOG Regulation 1.001, Sections 5(c) and 6(a)(b)[3] has the final authority to confirm the selection of each university president and final approval of all university budgets, including the establishment of tuition and fees. The BOG's management of the SUS is subject to the power of the Florida Legislature to appropriate funds.

The BOG is comprised of 17 members[4], 14 of whom are appointed by the Florida Governor and confirmed by the Florida Senate for a term of seven years. The remaining members include the President of the Advisory Council of the Faculty Senate, the Commissioner of Education, and the Chair of the Florida Student Council. On November 10, 2011, the BOG approved an updated Strategic Plan for the SUS, 2012-2025[5]. The Strategic Plan sets forth the overall mission of the SUS[6]: "The mission of the State University System of Florida is to provide undergraduate, graduate and professional education, research, and public service of the highest quality through a coordinated system of institutions of higher learning, each with its own mission and collectively dedicated to serving the needs of a diverse state and global society."

Florida Statute 1000.21, Section 6[7] establishes that the Florida State University System is comprised of 12 public universities. Florida Statute 1001.71[8] establishes that each public university in the SUS has a 13-member board of trustees. Each board of trustees is a public body corporate with all the powers of a body corporate, including a corporate seal, the power to contract and be contracted with, to sue and be sued, to plead and be impleaded in all courts of law or equity, and to give and receive donations (FS 1001.72[9]). Pursuant to BOG Regulation 1.001[10], each board of trustees is vested with the powers and duties necessary and appropriate for the direction, operation, management, and accountability of its respective university.

USF System

The USF System is comprised of three separately accredited institutions: USF, USF St. Petersburg (USFSP), and USF Sarasota-Manatee (USFSM). USF consists of the main doctoral research campus in Tampa, USF Health, and the College of Marine Science located in St. Petersburg. The member institutions of the USF System (USF, USFSP, USFSM) have distinct missions, and each has its own strategic plan. By Carnegie classification, USF is a doctoral university with very high research activity, and USFSP and USFSM are each classified as masters, medium level. The institutions report separately to IPEDS.

The USF System was created in 2001, when the Florida Legislature designated the former regional campuses of USF as "separate organizational and budget entities of the University of South Florida," with Regional Chancellors reporting directly to the President and Campus Boards. Additionally they mandated separate legislative appropriations; named the campuses USF St. Petersburg (FS 1004.33[11]) and USF Sarasota-Manatee (FS 1004.34[12]); and required that the University seek separate accreditation for each campus.

The USF System provides access to an array of student experiences and a broad selection of degree programs. Collaborative degree programs, hosted programs, interdisciplinary initiatives, and undergraduate and graduate research opportunities increase student opportunities and foster student success. Activities at all USF System institutions focus on the recruitment and retention of top-level students and highly qualified faculty to enhance learning effectiveness and degree production, improve student retention, and raise graduation rates.

USF's Board of Trustees[13] is the public body corporate created by Florida Statute 1001.72[9], and empowered by Florida Board of Governors Regulation 1.001[14] to administer the USF System. The USF System operates within the USF Board of Trustees governance structure of Workgroups and Councils[15], guided by the BOT's Governance Policy 07-001[16] for the USF System. USF BOT Policy 07-001, Section 1 and 2[17] appoints the USF System President, the Chief Executive Officer, who in turn appoints the Regional Chancellors[18] of the two regional institutions.

The President and CEO of USF is also the System President. The Provost and Executive Vice President along with additional senior staff serve as system officers (Org. Chart, Gov. & Admin.[19]) The System President chairs the System Leadership Council, which also includes the Regional Chancellors of USF St. Petersburg and USF Sarasota-Manatee, the System Provost and Executive Vice President, and the System COO.

The President and other System Officers are advised by three System Advisory Councils[20] and the System Faculty Council[21], the principal, representative faculty governance body for the System. The System Advisory Councils include representatives from each of the USF System institutions. The System Faculty Council includes representatives of the three institutional faculty governance groups.

3.13.5a The institution complies with the policies of the Commission on Colleges. (Policy compliance)
"Separate Accreditation for Units of a Member Institution"

Applicable Policy Statements. All branch campuses related to the parent campus through corporate or administrative control (1) include the name of the parent campus and make it clear that its accreditation is dependent on the continued accreditation of the parent campus and (2) are evaluated during reviews for institutions seeking candidacy, initial membership, or reaffirmation of accreditation. All other extended units under the accreditation of the parent campus are also evaluated during such reviews.

Compliance Status: Compliant

 USF Tampa currently has no branch campuses.

3.13.5b The institution complies with the policies of the Commission on Colleges. (Policy compliance)
"Separate Accreditation for Units of a Member Institution"

Applicable Policy Statements. If the Commission on Colleges determines that an extended unit is autonomous to the extent that the control over that unit by the parent or its board is significantly impaired, the Commission may direct that the extended unit seek to become a separately accredited institution. A unit which seeks separate accreditation should bear a different name from that of the parent. A unit which is located in a state or country outside the geographic jurisdiction of the Southern Association of Colleges and Schools and which the Commission determines should be separately accredited or the institution requests to be separately accredited, applies for separate accreditation from the regional accrediting association that accredits colleges in that state or country.

Compliance Status: Compliant

 USF does not have extended units that are not separately accredited.

3.14 Representation of status with the Commission

3.14.1 A member or candidate institution represents its accredited status accurately and publishes the name, address, and telephone number of the Commission in accordance with Commission requirements and federal policy. (Publication of accreditation status)

Compliance Status: Compliant

The University of South Florida (USF) represents its accredited status accurately and publishes the name, address, and telephone number of the Commission on Colleges in accordance with SACSCOC requirements and federal policies.

USF is currently accredited by and in good standing with the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). The accreditation status of USF, including the address and telephone number of SACSCOC, its regional accreditor, is published on its website[1]. The statement of accreditation uses the language approved by SACSCOC in *Comprehensive Standard 3.14* of the *Principles of Accreditation*.

The accreditation status is posted on websites including the Office of the Provost and Executive Vice President[2] for use by all University units in publications, print or electronic; and Innovative Education's for use by students[3]. The statement is also included in official documents (e.g., memorandum of understanding)[4]. The SACSCOC Liaison[5] periodically monitors the appropriate use of this requirement and is involved in all unit distance education efforts to assure compliance with the publication of this and other SACSCOC statements where specified language approved by the Commission on Colleges is required.

SECTION 4 FEDERAL REQUIREMENTS

4.1 The institution evaluates success with respect to student achievement consistent with its mission. Criteria may include: enrollment data; retention, graduation, course completion, and job placement rates; state licensing examinations; student portfolios; or other means of demonstrating achievement of goals. (Student achievement)

Compliance Status: Compliant

The University of South Florida (USF) evaluates success with respect to student achievement consistent with its mission and has made significant progress in meeting its strategic objectives with respect to student achievement.

USF's focus on student achievement and success aligns with the 2012-2025 Florida Board of Governors (BOG) Strategic Plan which commits the institutions within the State University System to "excellence and continuous improvement."[1] The BOG priority matrix[2], which has been the focus of BOG program approvals since its inception, is reflected in USF's 2013-2018 Strategic Plan[3]. Establishing a continuing commitment to student achievement and success, Goal 1[4] of the plan states that USF will produce "Well-educated and highly skilled global citizens through our continuing commitment to student success."

The University's renewed focus on student achievement and success was triggered in spring 2006, when the Office of Institutional Effectiveness, Academic Planning and Review (OIE) and the Office of Decision Support (ODS) presented to the President and Provost and Executive a longitudinal display of data from student engagement[5], specifically the National Survey of Student Engagement (NSSE), which revealed a need for a focused effort on student achievement and engagement. Within weeks of receiving the report, the President and Provost charged a Student Success Task Force with conducting a year-long examination of university practices which culminated in a Task Force Report[6].

The primary recommendation from the Task Force was to place all offices involved in student success and achievement under central leadership in order to focus on initiatives that would result in student success, measured by four- and six-year graduation rates, DFW rates, job placement rates, etc. In order to centralize the leadership for student success, the Provost and Executive Vice President appointed a Vice Provost for Student Success in 2008-2009, placed key offices within the organization[7] under his purview, and provided resources for initiatives aimed at improving student success and achievement predominantly at the undergraduate level. The following specifies a few of the major changes:

- o   All student enrollment management units were realigned to report to the Vice Provost for Student Success.
- o   The Office of Decision Support received funding for three new positions so that key researchers were focused on student achievement and success.
- o   The Office of Student Affairs was reorganized, and the reporting relationship of the Vice President for Student Affairs was transferred to the Provost.

- The Dean of Undergraduate Studies, the Vice President for Student Affairs, the Vice Provost for Student Success, and units from Information Technology were provided funding for student information systems, e.g., Degree Works and Talisma.
- Key units such as the Office of Career Services, Testing, Counseling, and Advising were provided resources and realigned to support student success.

The realignment of these services continues to promote academic achievement. Additionally, there has been a concerted effort to measure student success and achievement by the Office of the Vice Provost for Student Success [7]in coordination with the Office of Decision Support[8],   which assists in the development and analysis of data for tracking student success. Similarly, the University's Office of Institutional Effectiveness, Academic Planning, and Review[9] works closely with academic and student support unit representatives to assure that the continuous implementation of assessment activities reflects best practices and ensures alignment with state mandates and/or external accrediting requirements.

The growth in student success at USF has been accompanied by a variety of metrics used to track student success, e.g. graduation rates and job placement. The Office of the Vice Provost for Student Success publishes documentation regarding these efforts in the Student Success Annual Report[10]. Pages six and seven[11] of the 2013-2014 Annual Report show a timeline of major student success initiatives. The Annual Report also describes the contribution of the many offices contributing to the student success effort. These data (discussed later in the narrative) are accountability measures which are reported to the Florida BOG through the Performance Based Funding[12] initiative.

Measures of Student Success

To evaluate progress toward the goals set in the 2013-2018 Strategic Plan, USF established a Planning, Performance and Accountability Matrix[13] (PPA). The PPA establishes 75 metrics and sets annual targets for measuring student achievement. These include enrollment data; retention, graduation, and course completion; and performance on licensing examinations. In addition to these metrics, the university tracks post-graduation job placement, for which metrics are currently being developed. Following are relevant results from these measures.

Retention and Graduation Rates

PPA Metric 1.35: Full-Time Freshmen Retention Rate

Defined by IPEDS, this measure represents the percentage of all full-time degree-seeking undergraduate students who entered the institution as freshmen the prior fall/summer term and enrolled at the institution the subsequent fall. USF's First-Year Retention[14], as defined by IPEDS, increased from 87% (2011 cohort) to 89% (2012 cohort). The Strategic Plan Target for the 2012 cohort was 89%.

PPA Metric 1.37: 4-year Graduation Rate for FTICs (IPEDS cohort year)

Aligning with national standards, USF defines this measurement as the rate of graduation for first-time-in-college (FTIC) students completing a bachelor's degree or equivalent within four years. Ensuring alignment with state-level measures, additional graduation rates are also monitored in the USF Strategic Plan. The Four-Year Graduation Rate[14], as defined by IPEDS, increased from 39% (2008 cohort) to 43% (2010 cohort). The Strategic Plan Target for the 2009 cohort was 44%.

PPA Metric 1.39: 6-year graduation rate for FTICs (IPEDS cohort year)

Aligning with national standards, USF defines the six-year graduation rate as the percentage of the initial full-time, first -time-in-college (FTIC) student cohort that has graduated by the sixth academic year. Ensuring alignment with state-level measures, additional graduation rates are also monitored in the USF Strategic Plan. The Six-Year Graduation Rate[14], as defined by IPEDS, increased from 47% (2003 cohort) to 63% (2007 cohort). The Strategic Plan Target for the 2007 cohort was 57%.

PPA Metric 1.41: 2-year graduation rate for Transfer (AA completers) Students (cohort year)

Aligning with state standards, defined by the Florida Board of Governors, USF defines the two-year graduation rate for transfer students holding an associate (AA) degree, as the percentage of full-time transfer students entering the university having earned an AA degree and graduating with a baccalaureate degree within two-years. The Two-Year Transfer Graduation Rate[15] increased from 25% (2007 cohort) to 28% (2010 cohort). The Strategic Plan Target for the 2010 cohort was 30%

PPA Metric 1.42: 4-year Graduation Rates for Transfer (AA completers) Students (full- and part-time cohort)

Aligning with national standards, USF defines the four-year graduation rate for transfer students holding an associate (AA) degree, as the percentage of full-time transfer students entering the university having earned an AA degree and graduating with a baccalaureate degree within four-years. The Four-Year Transfer Graduation Rate[16] increased from 59% (2005 cohort) to 65% (2008 cohort). The Strategic Plan Target for the 2008 cohort was 63%.

Course Pass Rates

The Vice Provost for Student Success monitors student passing rates carefully as one of several means to identify courses with high D, F, or W rates.[17] The data are shared regularly with colleges and departments, which are encouraged to analyze whether non-passing rates in particular courses are abnormally high. For courses with high non-pass rates, department chairs and their faculty are encourage to investigate the causes of the high failure rates and determine the appropriate means to increasing pass rates and improve learning outcomes for students.

Licensure Examination Results

The PPA also includes a metric for professional and licensure examinations:

PPA Metric 1.24: Professional/Licensure Exam—First-time Pass Rate (above national/state benchmark)

Pass rates on licensure exams have exceeded the national averages for USF programs.

State Licensing Examination Results

Because licensing and certification information at the state level is decentralized, university administrators use various means of obtaining and communicating student performance scores. Collection of data on pass rates as well as assessment of the results is typically carried out at the college or departmental level. Results of recent licensure pass rates[18] are provided by USF colleges.

Job Placement

A strategic objective[19] of the student success initiative at USF is to prepare graduates for success in the work place or in subsequent graduate or professional school. Therefore, USF tracks student job placement through the Florida Education and Training Placement Information Program (FETPIP)[20], a division of Accountability, Research and Measurement within the Florida Department of Education. FETPIP reports USF Fall findings as follows: bachelors graduates[21], masters graduates[22] and doctoral graduates[23].

According to data compiled by the Florida Board of Governors[24] to award performance funding to state universities, 69% of USF bachelors graduates were employed in the state. The percentage of employed graduates placed USF in a tie for second place among all State University System institutions. The median average full-time wages of undergraduates employed in Florida one year after graduating was $33,466, which also places USF second in the state. These two rankings, combined with a third metric (Average Cost per Undergraduate to the Institution) earned USF the highest amount of performance-based funding in 2013.

The Graduate School also tracks the placement of doctoral graduates through direct reporting from specific graduate programs and by collecting information directly from students through questions that must be answered on the application for graduation[25].

USF Career Services[26] provides assistance to students and helps them connect to employers through Job Fairs, job search coaching, and personal counseling sessions. Most colleges and departments also promote and track the placement of their graduates through both informal and formal means. The College of Business' Office of Employer Relations assists students with career planning, hosts corporate networking events, and coordinates workshops. The college has established partnerships with local businesses to offer internships opportunities and connect graduates with jobs in the area. The College of Engineering has developed a Partnership Program[27] to help engineering students prepare for and land permanent job opportunities, internships, co-ops, and other experiential learning programs.

4.2 The institution's curriculum is directly related and appropriate to the mission and goals of the institution and the diplomas, certificates, or degrees awarded. (Program curriculum)

Compliance Status: Compliant

The University of South Florida's (USF) curriculum is directly related and appropriate to its mission and vision[1]. Further information on USF's Mission is available at *Core Requirement 2.4 (Institutional Mission)* and *Comprehensive Standard 3.1.1 (Mission)*. The curriculum is specifically designed to promote USF's mission to "deliver comptetitive undergraduate, graduate, and professional programs," and its values[2]: "[h]igh-quality education and excellence in teaching and learning" and to deliver "[h]igh-impact scholarship, research, and creative activities." The curriculum also addresses the vision of the Florida Board of Governors (BOG), recently expressed in the New Florida Initiative[3], which establishes the goal of boosting the state's knowledge- and innovation-based economy by increasing the supply of college graduates, especially those with degrees in the sciences, technology, engineering, and mathematics. The USF Undergraduate Catalog publishes degree requirements for all degree programs at USF, as illustrated in this example from the College of Business Degree Requirements[4] .

In pursuing the vision of being ". . . a global research university dedicated to student success and positioned for membership in the Association of American Universities (AAU)," USF offers 272 degree programs at the undergraduate, graduate, specialist, doctoral, and professional levels, including the Doctor of Medicine (MD), through its degree-granting Colleges[5]. Degree programs are offered in disciplines classified as postsecondary in the U.S. Department of Education's National Center for Education Statistics (NCES) Classification of Instructional Program (CIP)[6] taxonomy. CIP codes are assigned to degree programs by the Florida BOG in consultation with the appropriate branch of the USF Office of the Provost and Executive Vice President Academic Affairs, specifically the Office of Institutional Effectiveness, Academic Planning and Review which oversees new program approval, the University Registrar, the Office of Undergraduate Studies, and the Office of Graduate Studies. All degree programs are also organized and maintained by discipline in the State University System's (SUS) Academic Program Inventory[7].

Relation to Mission and Appropriateness of Degrees

The alignment between USF's curriculum and its mission and goals is monitored closely by the Board of Trustees (BOT), which focuses on three complementary processes that are carried out in close adherence to the USF Strategic Plan 2013-2018[8]:

- new academic program approval,
- cyclical review of existing programs, and
- faculty monitoring of degree program curricula and degrees offered.

Approval of Degree Programs

Florida BOG Regulation 8.011[9] controls the authorization of new academic degree programs and ensures that all new programs align with USF's mission and goals, as expressed in the University's Strategic Plan (BOG Reg. 8.011 [3][a][1][10]). Additionally, BOG-required forms[11] necessitate that the proposer specifically address "Institutional Readiness[12]", including the

alignment of the proposed program with the Florida SUS and individual institution's mission and goals. The BOG delegates responsibility for approval of new bachelor's and master's degree programs to individual university boards of trustees, provided the proposed programs comply with the criteria established by BOG Reg. 8.011 (4)(b)[13]. The BOG has maintained approval authority for new doctoral degree programs at all public universities in the state (BOG Reg. 8.011 [4][a][14]). In order to assure alignment of programs across the State University System (SUS) and the strategic planning priorities of the Board of Governors, the BOG initiated an Academic Program Coordination initiative[15]. The Vice Chancellor of Academic Affairs for the Board of Governors presented the BOG with a presentation describing the culmination [16]of the Academic Program Coordination Project, and the Council of Academic Vice Presidents Work Group (CAVP Work Group) was initiated[17].. While Boards of Trustees may approve programs at the bachelor's and master's level, the CAVP Work Group comprised of an appropriate admininstrative representative from each SUS institution meets regularly, normally with members of the BOG staff in attendance[18], and reviews pre-proposals[19] from across the SUS and makes recommendation to the BOG prior to the submission of new program proposals. The purpose of this group is to review proposals for unnecessary duplication, student need, marketplace demand, funding capability, and appropriateness of the proposed program within the context of the mission of the State University System. This CAVP Work Group makes recommendations to the Board of Governors staff and provides feedback to the individual campuses on issues uncovered duing these deliberations. A master list of CAVP Work Group activity[20] over the past two years demonstrates the commitment to SUS coordination of curricula within the context of institutional mission and planning.

As required by BOG Regulation 8.011(4)(c)[21], USF has established USF Policy 10-036[22] and New Academic Degree Program Authorization Guidelines[23]. These are designed to ensure that all programs meet the criteria established by the BOG and monitored by the CAVP Work Group. All degree programs must demonstrate that they embody a coherent course of study and must also demonstrate consistency with the BOG Strategic Plan 2012 - 2025 and USF's mission and 2013 - 2018 Strategic Plan. As described below, all new degree program proposals must be reviewed and approved by faculty committees and appropriate academic administrators at the department, college, and university levels.

For example, the College of Arts and Sciences proposed a new bachelor's degree program in Health Sciences[24]. This proposal was submitted to the Undergraduate Council for consideration and approved at the October 10, 2011 meeting[25] of the Council. The Academics and Campus Environment Advisory Council[26] reviewed the proposal on November 14, 2011. From there it was forwarded to the Academics and Campus Environment (ACE) Workgroup for consideration on February 16, 2012[27]. It was presented to the Workgroup by the Provost and Executive Vice President, and the Dean of the College of Arts and Sciences. The proposal was unanimously approved to move forward for consideration by the USF BOT. On March 1, 2012 the proposal was approved by BOT as part of the consent agenda[28]. On May 15, 2012, a memo from the Department of Education, State of Florida[29], advised that the program had been added to the SUS Degree Inventory effective Fall 2012. *Comprehensive Standards 3.4.1 (Academic Program Approval)* and *3.4.10 (Responsibility for Curriculum)* provide a more comprehensive discussion of USF's degree-approval processes.

Cyclical Review of Existing Programs

Review of existing programs is conducted in both short-term and long-term operational procedures. In the short-term, programs are reviewed for relevance and productivity by the aforementioned CAVP Work Group. This body reviews all programs in the SUS biennially using data generated by the BOG staff[30] identifying programs below productivity in terms of generation of student credit hours. The BOG staff submit this matrix of programs deemed nonproductive by virtue of student productivity, the Office of the Provost and Executive Vice President at USF works with deans, department chairs, and faculty and faculty of these programs must provide a rationale for continuation which includes a relationship with institutional mission. This internal coodination results in a response matrix[31] used to justify continuation of the program or the consideration to terminate or suspend the program. As the response matrix demonstrates, the evaluation of productivity is not simply a data-driven exercise based solely on student demand but is also balanced by other equally important considerations such as mission fit, service demand, and other factors.

A longer term approach to program scrutiny for relevance is the BOG mandated program-review cycle. After an academic program is in place, it is subject to a seven-year cycle for academic program review, which is required for all academic programs by Florida BOG Regulation 8.015(1)(b)[32]. USF's Procedures for Academic Program Review[33] follow the BOG's guidelines by calling for an extensive review of programs in order to provide a seamless, coherent hierarchy of review and authority. The review process includes site visits by external peer-review teams, in addition to intensive scrutiny by faculty and administrative bodies.

Academic program review is not limited to quality- and outcomes-related factors but also considers whether a program continues to support USF's mission. Programs that no longer closely align with the mission are generally revamped so that they justify the continued investment of resources, but ultimately the University retains the option of terminating programs[34] that cannot meet this standard. Programs for which this action was taken are illustrated by the Undergraduate Council Meeting Agenda from February 3, 2014[35], and related Minutes[36], and the Graduate Council Curriculum Meeting Agenda from February 3, 2014[37], and related Minutes[38].

Faculty Monitoring of Degree Program Curricula and Degrees Offered

As a comprehensive research institution, USF has developed curricula that are appropriate to the diplomas and degrees it awards. Information on compatibility of program content with the University's mission is provided in *Core Requirement 2.7.2 (Program Content)*. The University follows strict procedures to ensure that the content and structure of its major programs are of high quality and suitable for the degrees awarded. The development and monitoring of the academic content and level of academic programs is the responsibility of the faculty who have appropriate credentials and expertise within the discipline. Faculty curriculum and program committees at the department and college levels monitor the appropriateness and quality of the curriculum in the academic programs of a given department or college. At the University level, the Undergraduate Council[39] and the Graduate Council[40], comprised of faculty members, determine the appropriateness of the curricula at the respective levels.

USF requires all undergraduate students to complete a 36-hour General Education program titled the Foundations of Knowledge and Learning Core Curriculum[41]. This program provides students with the breadth of knowledge and experience expected of a university education at the same time that it develops the communication and methodological skills students will need in order to succeed in their major programs. Information on the undergraduate curricula

including the General Education Program are provided in *Comprehensive Standard 3.5.3 (Undergraduate Program Requirements); Core Requirement 2.7.3 (General Education);* and *Comprehensive Standard 3.5.1 (General Education Competencies)*.

The Faculty Senate[42] appoints General Education Council Members[43], who are are responsible for "the ongoing development, implementation, and assessment of an effective general education program." Specific responsibilities include provisions for the following:

1. Establishment of a collegial process that encourages the widest possible faculty participation in the development and delivery of general education courses;

2. Approval (certification) of courses following the criteria established in the Quality Enhancement Plan;

3. Development of additional General Education courses, especially in areas where options for students are limited;

4. Review of approved courses on a periodic basis (e.g., every five years) to ensure that the courses continue to satisfy the established criteria; and

5. Continuous assessment of the General Education to ensure that the expectations established by the Foundations of Knowledge and Learning process are met.

Proposals for new courses along with course and program changes must be approved by departments and college faculty committees, as well as by department chairs and college deans. At the university level, the Undergraduate and Graduate Councils are responsible for approving all new courses as well as changes to courses and programs. Review and approval of new courses also occurs at the State Board of Education level when courses are submitted for inclusion in Florida's Statewide Course Numbering System[44] (SCNS).

4.3 The institution makes available to students and the public current academic calendars, grading policies, and refund policies. (Publication of policies)

Compliance Status: Compliant

The University of South Florida (USF) publishes its current academic calendars, grading policies, and refund policies on multiple University websites and in the Undergraduate and Graduate Catalogs.

Florida Board of Governors BOG Regulation 8.001[1] requires all state universities to operate according to a uniform calendar structure that includes number of classroom days and term start dates and to submit the approved calendar to the BOG. USF's academic calendar is created by the USF Office of the Registrar and reviewed and approved by the Provost and Executive Vice President and the Faculty Senate. Following approval, the calendar is made available in the Undergraduate Catalog[2] and Graduate Catalog[3], on the Registrar's website[4], and on the USF website's "Academics" page[5].

General USF grading policies are available to students in the Undergraduate Catalog[6] and Graduate Catalog[7]. In addition, Course Syllabus Guidelines and a syllabus template[8] are provided on the Office of the Provost and Executive Vice President[9] and Office of Undergraduate Studies websites[10]. The guidelines require faculty to include a description of the grading policy for each course in the syllabus that is distributed to students. (e.g., English Composition I[11]; Life Sciences Calculus I[12])

USF Policy 10-013[13], promulgated through the Office of the General Counsel, establishes the student refund policy. Procedures for implanting this policy available to students in the Undergraduate Catalog[14] and Graduate Catalog[15] and on the USF Controller's Office website[16].

The Office of Undergraduate Studies and the Office of Graduate Studies annually prepare the Undergraduate[17] and Graduate Catalogs[18] and publish them on their respective websites. The Schedule of Classes for fall, spring, and summer semesters for all campuses are available through the Online Access Student Information System[19] (OASIS) schedule search, and from the Courses and Calendar[5] page on the Academics link of the USF homepage. The OASIS website also contains other semester-specific student information, including final exam schedules; registration and fee payments; policies, procedures, and important dates; and student privacy rights.
Additional information on academic policies is provided in *Comprehensive Standard 3.4.5 (Academic Policies)*.

4.4 Program length is appropriate for each of the institution's educational programs. (Program length)

Compliance Status: Compliant

Program length (hours to degree) is appropriate for all University of South Florida (USF) academic programs and consistent with standard practice in higher education and the requirements of all relevant accrediting associations and learned societies. The length of all educational programs is determined by three interconnected factors: (a) Florida State Statutes; (b) the USF faculty, which originates, approves, and evaluates the curriculum; and (c) the requirements of the associations that accredit the University's professional programs. Additional information on the length of USF's programs is provided in *Core Requirement 2.7.1 (Program Length)*.

Statutes and Regulations Governing Program Length

The 2013 Florida Statute 1007.25(8)[1] limits the length of a baccalaureate degree program to 120 credit hours, which can only be exceeded with the approval of the Board of Governors (BOG). Consistent with this statute and USF Regulation 3.007(2)(a)[2], USF's baccalaureate degrees require between 120 and 134 semester credit hours, as shown in the Baccalaureate Program Length Report[3] from the Florida BOG's Academic Program Inventory website[4]. A complete list of baccalaureate degrees[5] offered and their requirements are published in the University's Undergraduate Catalog along with detailed graduation requirements[6]. *Comprehensive Standard 2.7.3 (General Education)* provides information on general education requirements.

As noted above, exceptions to the 120-hour limit for baccalaureate programs must be requested by USF's Board of Trustees (BOT) and approved by the BOG, in accordance with BOG Regulation 8.014[7]. Nine degree programs at USF have applied for and been granted approval to exceed the statutory 120 credit-hour limit. These programs are as follows:

- Early Childhood Education and Teaching - 123 Hours
- Mass Communication/Media Studies - 124 Hours
- Computer Engineering - 128 Hours
- Electrical and Electronics Engineering - 128 Hours
- Mechanical Engineering - 128 Hours
- Industrial Engineering - 128 Hours
- Chemical Engineering - 131 Hours
- Civil Engineering - 131 Hours
- Music Teacher Education - 134 Hours

The Undergraduate Catalog outlines specific requirements for these programs.

All USF post-baccalaureate, graduate, and professional degree programs require a minimum of 30 semester credit hours beyond the bachelor's degree. A small number of internal accelerated graduate degree programs[8] are offered to academically advanced students. Admission to these programs is determined on a case-by-case basis as enrollees must demonstrate academic achievements substantially above the requirements to remain in good academic standing as an undergraduate student. As a result, the vast majority of the programs have very limited enrollments. In all accelerated programs, graduate coursework is being shared between the graduate degree and the Bachelor's degree; no undergraduate courses are being used to fulfill the requirements of the graduate degree.

The Office of Graduate Studies maintains a complete list of graduate degrees and the total hours required for completion for masters[9], specialist[10], and doctoral[11] programs. T he University's   Graduate Catalog contains a complete list of graduate degrees offered and their requirements[12] .

Faculty Oversight

Faculty members in each academic department play a key role in determining the appropriate degree requirements for their programs. For example, new academic program proposals, revisions to existing academic programs, and recommendations for program length originate with the faculty at the department level. T he Office of the Provost and Executive Vice President administers the proposal process for new academic degree programs and follows all requirements, including Florida BOG requirements, per BOG Regulation 8.011[13] , USF Policy 10-036[14],   and New Academic Degree Program Authorization Procedures[15].

Existing academic degree programs are carefully monitored, including program length. The Undergraduate Council[16] and Graduate Council[17] (made up of faculty representatives) are responsible for reviewing changes in academic programs. In accordance with BOG Regulation 8.015(1)(b)[18], the Florida BOG also requires the cyclic review of all academic degree programs in state universities at least every seven years. USF's Procedures for Academic Program Review[19] include a self-study, outside peer reviews, internal reviews, and development of an action plan to respond to any recommendations. The review process, particularly the external and internal reviewers' reports, ensures that the length of programs remains appropriate. Information on program content is provided in *Core Requirement 2.7.2 (Program Content)*. Details of the program approval process are available in *Comprehensive Standard 3.4.1 (Academic Program Approval)*.

Discipline-Specific and Professional Accreditation

When a USF degree program is accredited by a specialized professional accreditation agency[20], it must also meet the standards for curricular quality and length of that discipline. Each of USF's programs that is separately accredited by a professional accreditation agency meets or exceeds USF's minimal degree standards.

4.5 The institution has adequate procedures for addressing written student complaints and is responsible for demonstrating that it follows those procedures when resolving student complaints. (Student complaints)

Compliance Status: Compliant

The University of South Florida (USF) supports the right of students to present complaints, file grievances, and appeal outcomes in an environment free of fear, retaliation, or other adverse consequences. USF has established formal, written policies and procedures for addressing academic and non-academic written student complaints that are reasonable, fairly administered, and well-publicized and that are available to all students regardless of the location or mode of course delivery.

Overview of Procedures

Student complaints are managed in their respective areas (i.e., academic complaints are managed by Academic Affairs; student conduct complaints are managed by Student Affairs; discrimination complaints are managed by the Office of Equal Opportunity Programs; and general student complaints are managed by the University Ombudsman).

Academic complaints are generally addressed to instructors, department chairs, and college deans, who are then responsible for handling the complaints according to strict policy guidelines. Whenever possible, student complaints are resolved at the department level. When they move beyond the college level, academic complaints (Grievances) for undergraduate students are referred to the Office of Undergraduate Studies; graduate student complaints (Grievances) are referred to the Office of Graduate Studies (USF Policy 10-002[1].)

Certain academic regulations for undergraduate students are managed by the Academic Regulations Committee (ARC) within each college. Each college's ARC meets weekly to review petitions submitted by undergraduate students to waive certain USF academic regulations. The description of the ARC, their regulations, and general procedures are outlined in the Undergraduate Catalog[2]. Undergraduate students complete a written petition using ARC forms available in each college's Advising Office and in the Office of the Registrar. The ARC Petition Form[3] for late drop/add, the ARC Instructor's Documentation Form[4], the ARC Medical Form[5], the ARC Reinstatement After Academic Dismissal[6], and the ARC Academic Advising Record for Reinstatement[7] are also posted on the Office of Undergraduate Studies website[8]. College ARC representatives are available to meet and assist the student with the petition process. After the college's ARC meets and renders a decision on a petition, the decision may be appealed by the student to that college's dean or designee. Beyond the college decision, students may appeal the decision to the Associate Dean of Undergraduate Studies where the final decision is made. Representatives from the college ARC's also meet formally as an institution-wide ARC committee[9] to review ARC policies and procedures for the University.

Operationally, the Graduate Studies staff counsel graduate students on graduate policies, academic complaints, and grievances, referring them to the appropriate academic unit for resolution. The Graduate Catalog has a comprehensive petition process[10] for adding and dropping courses, withdrawing from the University or a graduate degree program, leaves of absence, and requesting time limit extensions. Petitions are processed from the program to the College to Graduate Studies, where the Assistant Dean reviews the requests, renders the final decision, and conveys the decision to the parties involved.

It should be noted that processes for addressing student complaints are equally available to all students, including those taking classes online. All procedures, policies, and forms are made available through the USF website. Students filing written complaints can utilize USF's website to obtain and submit required forms, provide supporting documentation, and communicate with USF staff responsible for handling complaints. Examples showing the process for resolving written complaints for both online[11] and traditional[12] student are provided.

Non-academic complaints are received by the Office of the Student Ombudsman[13] and the Office of the Dean for Students[14] . The Student Ombudsman acts as a confidential, independent, neutral service that directs students to appropriate offices and advises on proper procedures. The Office of the Dean for Students receives student complaints from all areas of the University, provides referrals, and assists in finding resolutions. An appointment request/intake form[15] can be found on the homepage of the Dean for Students Office. The Dean for Students recommends changes to university policies and procedures and reports trends back to the university. Student complaints received by the President, Provost and

Executive Vice President, and other upper-level administrators are referred by those respective offices to the Dean for Students Office or the Office of Student Success (OSS). The OSS uses a Student Issue Intake Form[16] to record complaints made by phone call or in person. The OSS and Dean for Students Office triage the complaints to appropriate person(s) via email, based on a current list of contacts maintained by the office. Student complaints received by OSS or the Dean for Students are logged in the office database and referred to the appropriate office according to the type of complaint, with action or resolution made directly to the complainant by the appropriate USF contact/office. All pertinent emails, calls, letters, and visits for student complaints are documented within the OSS and archived for five years. The OSS and Dean for Students Office inform the President, Provost and Executive Vice President, or Board of Trustees office of resolution as appropriate, maintaining documents and archives for referrals.

The academic or non-academic office that receives the student complaints and recommends the resolution or response maintains records of the complaint and response (Details below). *Comprehensive Standard 3.13.3 (Policy Compliance)* provides additional information on the complaint procedures against the Commission or its accredited institutions.

Academic Grievances

USF's Student Academic Grievance Procedures[17] are governed by USF Policy 10-002[18]. The procedures ensure that all undergraduate and graduate students taking courses within the USF system have an opportunity for an objective review of facts and events pertinent to the cause of an alleged academic grievance. It applies to all students in the colleges within Academic Affairs as well as those students in the College of Nursing, College of Public Health, and Athletic Training from the College of Medicine. The procedures are published in the Undergraduate[19] and Graduate[20] catalogs that are accessible to all students via the respective websites for Undergraduate[21] and Graduate Studies[22].

Within individual departments, students are required to make a reasonable attempt to resolve grievances with the instructor concerned. If a resolution cannot be reached, the student or instructor may file a written statement with the department chair, who manages departmental grievances, renders a decision, and provides a statement to that effect to the student and instructor with a copy to the college dean. If not resolved to the student's satisfaction at the department level, the student may file a written request within three weeks to advance the grievance to the college level. A college committee of three appointed faculty members and two appointed students reviews the academic grievance according to the guidelines in the Grievance Procedures and then sends a report and recommended resolution to the college dean. Within three weeks, the college dean renders a decision and notifies all parties in writing.

The student or the instructor may appeal the decision of the college dean to the university level according to the guidelines established in the Grievance Procedures. An appeal may be made in writing to the Dean of Undergraduate Studies or Graduate Studies (as appropriate) within three weeks of receipt of the written decision of the college dean when (1) that decision is contrary to the recommendation of the college committee or (2) there is a procedural violation of the Grievance Procedures. Otherwise, the college dean's decision is final and not subject to further appeal within the University. When it is determined that it is appropriate to take an appeal to the university level (for one of the reasons just described), the Undergraduate/Graduate Dean appoints an Appeals Committee consisting of three faculty

members and two students, in accordance with the Grievance Procedures[23]. Within three weeks of the appointment, the Committee reviews the grievance and delivers a written report of the findings and a recommended resolution to the Undergraduate/Graduate Dean. Within three weeks of receipt of the Committee recommendation, the Undergraduate/Graduate Dean provides a written decision to all parties and initiates any academic changes, if needed. In all academic grievance appeals, the Undergraduate/Graduate Dean's decision is final and not subject to further appeal within the University. USF's adherence to these procedures is shown by this example of a complaint that has gone through the process.[24]

Academic Integrity of Students

Academic Integrity of Students is addressed by USF Regulation 3.027[25] and promulgated through the Undergraduate[26] and Graduate[27] catalogs. The regulation addresses student violations of academic integrity, with four levels of violations for academic dishonesty and various recommended sanctions that may be applied to undergraduate students. It also addresses academic integrity and various sanctions that may be applied to graduate students, ranging from an "F" on the assignment, up to and including academic dismissal and possible revocation of the degree. Alleged violations of academic integrity are determined by instructors in consultation with the accused student(s) and following due process, as outlined in the regulation. Students and department chairs are sent a written statement for violations of academic integrity that describe the violation and particular sanctions for that occurrence. USF Regulation 10-002[18] ensures students the opportunity to appeal decisions and sanctions for violations of academic integrity. A student's written grievance, sent to the department chair, initiates the formal grievance procedure, which includes the Academic Integrity Review Process as outlined in the Grievance Procedures. The policy and procedures for Academic Integrity of Students are posted in the Undergraduate[26] and Graduate[27] catalogs and on the websites for the Ethics and Integrity Council[28] and Graduate Studies[29]. The Provost and Executive Vice President and Faculty Senate have requested that every course syllabus reference the "Academic Integrity of Students."

Disruption of the Academic Process

Disruptive behavior in the academic setting and procedures for handling student complaints regarding alleged student disruptions of the academic process are outlined in USF Regulation 3.025[30], posted in the Undergraduate[31] and Graduate[32] catalogs and on the Dean for Students website[33] in Student Affairs. Alleged disruption of the academic process is initially addressed by the instructor with the student, generally at the instance of the occurrence and in accordance with this regulation. The actions that faculty and relevant academic officers may take in response to disruption of the academic process may be further addressed with assistance from the Office of Student Rights and Responsibilities[34]. An Academic Disruption Incident Report[35] must be submitted by hardcopy (not email) to the student, the department chair, the assistant/associate dean of the college, and the Office of Student Rights and Responsibilities. If exclusion (temporary or permanent) of the student from the classroom occurs, the student may request an expedited review according to the procedures in the Regulation and may appeal the decision in writing to the Dean of Undergraduate/Graduate Studies or the institutional designee for review. Any decision rendered at that point must be in writing and will serve as the final and binding academic decision of the University.

Procedures for Addressing Non-academic Complaints

Non-academic complaints[36] are usually addressed to the Dean for Students who is responsible for providing assistance and response to students. In most cases, the Office of the Dean for Students will guide students with non-academic complaints to the administrative departments to resolve the matter. Students who do not agree with decisions made by the administrative department can file a written appeal with the Dean for Students. The Dean for Students' action may constitute final action on behalf of the University with regard to non-academic matters. USF's adherence to these procedures is shown by this example of a student concern.[37]

Students may also be referred to the Office of Student Ombudsman[13] to address their complaints. Other departments that routinely serve students, such as Parking Services[38], Student Disability Services[39], and Intercollegiate Athletics[40], have general procedures to provide students who submit grievances or complaints a vehicle for conveying and addressing concerns. The USF Tampa Campus Library has an online Complaints or Problems form[41] to facilitate resolution of written complaints by students, faculty, and staff.

The Office of Student Rights and Responsibilities (OSRR) investigates behavioral complaints when a student is alleged to have violated the Student Code of Conduct, USF Regulation 6.0021[42]. Offenses, hearing processes and procedures, appeal rights, and sanctions are outlined on the OSRR website[43]. Students who wish to file a complaint can meet with the Dean for Students or the staff in the Office of Student Rights and Responsibilities, but formal complaints should be submitted in writing to the OSRR. A referral/complaint form[44] is available directly from the OSRR and is also accessible via the OSRR website. Students who are not satisfied with the findings from Student Rights and Responsibility have the right to appeal to the Dean for Students, who serves as the University Appeal Officer. Annually, all students receive a copy of the Student Code of Conduct from the Office of the Dean for Students.

USF's Diversity and Equal Opportunity[45], Discrimination and Harassment (USF Policy 0-007)[46], Sexual Harassment (including Sexual Battery) (USF Policy 0-004[47]), and Disability and Accommodation (USF Policy 0-108)[48] policies and procedures comply with all federal and state laws and regulations. These policies and procedures prohibit discrimination and harassment against students, faculty, and employees. Supervisors, supervisory employees, faculty, and graduate students with instructional responsibilities are required to promptly report allegations, reports or instances of alleged discrimination and/or harassment by or against any University employee(s), student(s) or group(s) to the Office of Diversity and Equal Opportunity (DEO). USF students have a right to file a complaint with the DEO. Complaints that are filed are processed following the DEO complaint procedures[49]. These procedures allow for review, mediation and investigation of complaints alleging discrimination and sexual harassment. A complete text of policies and procedures can be found on the Diversity and Equal Opportunity web site[45] and on the General Counsel's web site[50].

All complaints filed with the DEO Office are taken seriously and processed through the DEO procedures. Students have a right to be informed about the investigation and the final determination of the investigation. Open investigations are not subject to the Public Records laws. Information about student complaints is shared with appropriate University administrators

based on a business need-to-know basis. Closed complaint files are subject to public records law, with limitations. A request for information in a closed complaint file is forwarded to the General Counsel's Office for handling in accordance with the relevant laws.

Student Complaints in the USF Health Colleges

Students in the School of Biomedical Sciences and undergraduate Athletic Training program within the Morsani College of Medicine (COM), as well as students within the College of Nursing and the College of Public Health, operate within the guidelines of USF's campus-wide policy for addressing student complaints.

Students in the College of Medicine may refer academic and non-academic complaints to the COM Office of Student Affairs[51], as outlined in the USF M.D. Program Student Handbook, Sections 4 & 5[52] and the USF Doctor of Physical Therapy (DPT) Student Handbook[53]. Students may submit a written grade appeal within 10 business days after receipt of the grade, following the procedures outlined in their respective handbook.

Review and recommendations regarding MD students' graduation, advancement, probation, dismissal, remediation, and readmission are made by the college's Academic Performance Review Committee[54] (APRC). Review and recommendations regarding School of Physical Therapy and Rehabilitation Sciences students' graduation, advancement, probation, dismissal, remediation, and readmission are made by the Academic Performance Review Sub Committee[55] (APRSC). Both Committees makes recommendations to the Vice Dean-Educational Affairs/Chief Academic Officer of the College via the Committee Chairs, as outlined in the MD and DPT Student Handbooks, which outlines appeal procedures. The Professionalism Survey/Incident Report form[56] is available on the COM website. This form can be sent anonymously or with attribution to the Associate Dean of Student Affairs.

The USF College of Pharmacy (COP) has developed procedures for addressing both academic and non-academic, and internal and external written student complaints. A detailed explanation of these procedures is outlined in the Student Handbook[57], which is available on the COP website[58]. The COP demonstrates responsibility in following these procedures when resolving student complaints through maintenance of detailed records housed in the Office of Student Affairs and Assessment (OSAA). All student grievances are regularly reported to the Executive Council, unless confidentiality precludes ability to do so, in which case the dean of the college will be notified.

In the COP, several venues allow students to report any administrative complaint or incident they perceive as abuse, mistreatment or unprofessional behavior from students, staff, faculty, or preceptors. Students are encouraged to communicate, in a timely manner, with the OSAA. The ombudsman for the report of student abuse is the Assistant Dean of the OSAA. Additionally, the Associate Dean in the USF Office of Diversity is available as the situation warrants. The student may also choose to contact a faculty member with whom he/she feels comfortable.

Student Complaint Records

Records of student complaints and grievances are maintained in the area in which they are handled. Academic complaint records are maintained by the USF colleges (e.g., College of Arts and Sciences[59]; College of Nursing[60]). Records of complaints that are handled above the college level are maintained by the Office of Undergraduate Studies[61] or the Office of Graduate Studies[62].

Records of non-academic complaints are maintained by the area in which they are handled. Examples include the Office of the Dean for Students[63] and the Office of Diversity, Inclusion and Equal Opportunity[64].

4.6 Recruitment materials and presentations accurately represent the institution's practices and policies. (Recruitment materials)

Compliance Status: Compliant

Recruitment materials for prospective applicants to the University of South Florida include information on admissions requirements, application procedures, degrees and majors, financial assistance, campus life, and housing. This information is available in university catalogs, on the USF website, and in various special publications. *Comprehensive Standard 3.4.3 (Admissions Policies)* provides information on the publishing of USF's admissions policies.

USF's Vice Provost for Student Success relies on the expertise of the directors for Undergraduate Admissions, Graduate Admissions, and International Admissions to oversee the development and inspection of all recruitment materials and content of presentations. All materials from the Office of Admissions are reviewed annually to verify that they accurately represent the institution's practices and policies. Four weeks preceding an Office of Admissions Communication Summit, members of the admissions recruitment team review the publications and provide feedback. The Communication Summit[1], held annually in the summer, provides the opportunity for review and recommendations of existing and new recruitment materials. Once initial edits are completed, the publications are then reviewed and approved by the Undergraduate Admissions Senior Team and vetted through the University Communications and Marketing department. This review occurs during the summer months from May – June. Approved and updated pieces are then printed for distribution by August. USF's recruitment materials include the most accurate information available at the time of publication and are updated promptly if university data, policies, or practices change.

Undergraduate Recruitment

The Office of Undergraduate Admissions has primary responsibility for recruiting undergraduate students to USF. The website of the Office of Admissions[2] provides instant up-to-date content that reflects current and correct information that a student may need throughout the college selection process.

USF's Undergraduate Catalog serves as the primary resource and reference guide, supporting all recruitment information. Recruitment materials include targeted print publications, materials

posted on the Office of Undergraduate Admissions website, and presentations to prospective students and parents. Examples of recruitment materials include:

- Lead the Stampede. The Others Will Follow[3] (general recruitment brochure)
- Discover Remarkable Opportunities Here[4] (brochure for first-time-in-college applicants)
- Welcome to the University of South Florida[5] (brochure guide for international applicants)
- The Honors College at USF[6] (brochure)
- Reap the Rewards of Bulls Country (scholarship guides for Florida[7] and non-Florida[8] residents)
- Campus Life: Housing and Residential Education[9] (brochure)
- USF Guide for Guidance Counselors[10]
- Discover Remarkable Opportunities[11] (updates and policies brochure for guidance counselors)
- Web-based information about admissions and application requirements[12]
- Timelines for freshman[13] and transfer[14] students
- Information sessions[15] for the public
- Information session[16] for guidance counselors

Information sessions for the public are conducted by the Office of Admissions' recruiter advisors. These advisors are thoroughly trained[17] and go through retraining each summer[18] through the University's HR Organizational Development program. Faculty and staff of academic departments within USF's individual colleges stay abreast of current institutional practices and policies by attending university-, college-, and unit-level meetings.

In order to distribute recruitment materials and brochures, the Office of Admissions has developed a comprehensive communication plan[19]. To manage the communication plans and the relationship with prospective students from point of interest to point of admission, the Office of Undergraduate Admissions uses a customer-relationship management tool, Talisma. Talisma tracks all communications sent to a student plus emails and calls received from a student. Additionally, USF maintains a Facebook page[20] that includes information on campus events, college fairs, and high school visits.

All recruiting information for Intercollegiate Athletics, including media guides, adhere to the regulations of NCAA Bylaw 13.4 (Recruiting Materials)[21]. Additional documents and online information about undergraduate degrees and majors[22] are available from individual USF colleges and departments.

Graduate Recruitment

Recruitment of graduate students to USF is the joint responsibility of the Office of Admissions, the Office of Graduate Studies, and the directors of individual graduate programs. USF's Graduate Catalog serves as the primary resource and reference guide for graduate recruitment, supporting all recruitment information, e.g. Graduate Brochure[23]. Informational resources, web links, and forms are available to graduate program directors on the Office of Graduate Studies website[24]. The Office of Admissions manages the Graduate Student Recruitment

Consortium[25], which hosts informational meetings and an online forum for faculty and staff who are involved in recruiting graduate students to USF.

Within the last year USF has contracted the marketing services of several third-party vendors (e.g., Agreement with Bisk[26]; Service Description Agreement with Kaplan Global Solutions[27]) to assist with the marketing and application processing of online graduate programs. These companies work closely with the Admissions Office and the Office of Innovative Education to ensure that the admission policies and procedures they follow are consistent with those of the university.

USF Health

The Office of M.D Admissions recruits graduate students to the USF Health Morsani College of Medicine in several ways. Locally and nationally, M.D. Admissions team members build and foster relationships with students and pre-medical advisors, visit a variety of pre-medical fairs to connect with students, and partner with diversity officers to identify and attract diverse, graduate-student populations. In addition, the office of M.D. Admissions works collaboratively with the Office of Graduate Admissions and Graduate Studies as a reference guide for graduate recruitment events and to identify specific target areas for future recruitment.

Recruitment of professional students to the USF Health Morsani College of Medicine School of Physical Therapy & Rehabilitation Sciences Doctor of Physical Therapy degree program is the responsibility of the School Director. The School of Physical Therapy & Rehabilitation Sciences website[28] and the Physical Therapy Centralized Application Service website[29] serve as the primary resources and reference for student recruitment and admissions process.

Recruitment of professional students to the USF Health College of Pharmacy Pharm D program is the responsibility of the Director of Admissions at the COP. The College of Pharmacy website[30] serve as the primary resources and reference for student recruitment and admissions process.

Recruitment of students to the USF Health Ph.D. and Masters programs is the joint responsibility of the Office of Graduate Admissions, the Office of Graduate Studies, and the director of the graduate programs. USF's Graduate Catalog[31] serves as the primary resource and reference guide for graduate recruitment, supporting all recruitment information, e.g. Graduate Brochure[32]. Informational resources, web links, and forms are available to graduate program directors on the Office of Graduate Studies website.

4.7 The institution is in compliance with its program responsibilities under Title IV of the most recent Higher Education Act as amended. (In reviewing the institution's compliance with these program responsibilities, the Commission relies on documentation forwarded to it by the U.S. Department of Education.) (Title IV program responsibilities)

Compliance Status: Compliant

The University of South Florida (USF) is in compliance with its program responsibilities under Title IV of the most recent Higher Education Act, as amended. There have been no disputes with USF's administration of Title IV aid programs, no complaints filed against the University, and no impending litigation issues with respect to financial aid activities. The University does not owe any reimbursement of funding to the Department of Education. USF completed recertification to participate in federal student aid programs in June 2013. USF received its new Federal Student Aid Program Participation Agreement[1] (PPA) on May 7, 2014, extending the University's eligibility until March 31, 2018. President Genshaft has signed the PPA, and it has been sent back to the U.S. Department of Education for countersignature and final approval. This will then result in a new Eligibility and Certification Approval Report at a future date. USF is aware of no issues that would jeopardize the institution's participation in federal student aid programs.

University Scholarships and Financial Aid Services provides a comprehensive program to assist students with the necessary financial resources to enroll at and graduate from USF. In addition to Title IV aid programs, USF administers state, institutional, USF Foundation, and private scholarships and grants[2]. In all aspects of its financial aid operations, USF complies with statutory and regulatory requirements, as required by the U.S. Department of Education. The U.S. Department of Education conducted a program review in July 2010. One finding was noted and resolved by providing documentation that USF was in fact in compliance, and USF received an expedited Final Program Review Determination Letter[3] in September 2010.

USF submits all federal reports by the established due dates. Federal audits are conducted in accordance of OMB Circular A-133 by the Office of the State Auditor General. The audit conducted for fiscal year 2012 (Final 2012 Audit Report) cited USF for two audit findings related to USF's attendance policy and computer security controls. Corrective action was taken (Sum. Sched. Prior Audit Fndgs., FY 2012[4]). USF is aware of no issues that would jeopardize the institution's participation in federal student aid programs.

University Scholarships and Financial Aid Services recently completed a thorough review of its compliance with federal consumer-information requirements with the assistance of University Audit and Compliance (UAC). UAC has assumed responsibility for maintaining compliance with these requirements and is maintaining a new single point of contact website[5].

In September 2013, the U.S. Department of Education reported that USF's two-year fiscal year 2011 federal default rate[6] had risen to 5.4%, and the three-year fiscal year 2010 rate to 10%. As a result, USF has expanded its financial literacy education programs and services. The University has opened a separate office dedicated to delivering financial information to undergraduate students in varying formats. Services include seminars on various financial topics, small group discussions, loan exit counseling sessions, and peer-to-peer programs.

USF's financial assistance programs include federal, state, private, and institutional aid. As required by federal and state regulations, these programs are included in the annual financial audit of USF conducted by the State of Florida Auditor General (Comp. & Int. Ctrls. Over Fin. Rptg. & Fed. Awards, OMB A-133, FY 2011[7]; Comp. & Int. Ctrls. Over Fin. Rptg. & Fed. Awards, OMB A-133, FY 2012[8]; and Comp. & Int. Ctrls. Over Fin. Rptg. & Fed. Awards, OMB A-133, FY 2013[9]). Further information on audits of financial aid programs is provided in *Comprehensive Standard 3.10.2 (Financial Aid Audits.)*

4.8.1 An institution that offers distance or correspondence education demonstrates that the

student who registers in a distance or correspondence education course or program is the same student who participates in and completes the course or program and receives the credit by verifying the identity of a student who participates in class or coursework by using, at the option of the institution, methods such as (a) a secure login and pass code, (b) proctored examinations, or (c) new or other technologies and practices that are effective in verifying student identification. (Distance and correspondence education)

Compliance Status: Compliant

The University of South Florida (USF) is committed to the academic honesty and integrity of its entire community. USF Regulation 3.027, Academic Integrity of Students[1], defines academic integrity as the "completion of all academic endeavors and claims of scholarly knowledge as representative of one's own efforts." To verify the identity of students who are enrolled in distance education, USF employs the NetID, a secure login and password system, that is utilized by all students.

The NetID (the USF user ID) provides student applicants, admitted students, and enrolled students with a single sign-on to a variety of online services offered through the University, including

- the Student Information System, where personal information, admission application and status, registration status, student records, and tuition and fee payment information are stored; and
- the learning management system (Canvas), where enrolled students can access course materials and course grades.

The use of a single sign-on establishes the identity of USF applicants and students. To obtain a NetID, specific personal and official information on the student is provided by the Student Information System and verified by the student; the student also creates a password that is known only by the student. Jointly, the NetID and password identify the student and are used to create the secure USF NetID single sign-on login. The Office of Information Technology's NetID Account website[2] details the services and procedures related to the USF NetID.

USF relies on its secure login to verify that the student who enrolls in and receives credit for a distance education course/program is the same student who participates in and completes the course. Through the MyUSF NetID Sign-on[3], distance education students register for their courses and access Canvas, the learning management system, for course materials and online exams. The ID and password system ensure that all students, including distance education students, are properly authenticated before using online systems, courses, and services.

USF Policy 10-066, (II)(i), Identity Verification of Distance Education Students[4], establishes the methodologies for verifying the identity of students in distance education courses; that is, instructional faculty and administrators must use one or more methodologies approved by the USF System, such as a secure login and pass code or proctored examination. The policy also establishes a review and approval process for implementing additional technologies or practices that are best suited to the needs of USF colleges and schools.

USF has established three strategies for proctoring the exams taken by distance education students:

1. For the most part, exams are proctored by faculty in the colleges.
2. USF's Testing Services[5] proctors exams for faculty who choose to utilize this service. Students also use this service, with approval by the instructors, when their schedules conflict with the established exam schedule. In Fall 2013, USF Testing Services proctored 372 distance education student exams.
3. Under unusual circumstances, USF Testing Services arranges proctoring at offsite testing centers. In Fall 2013, 84 students utilized this service. Test-takers verify their identity by producing a valid photo ID.

Additional information on distance learning programs is provided in *Comprehensive Standard 3.13.4a (Policy Compliance)*.

4.8.2 An institution that offers distance or correspondence education has a written procedure for protecting the privacy of students enrolled in distance and correspondence education courses or programs. (Distance and correspondence education)

Compliance Status: Compliant

Recognizing that unauthorized access to personal information is a growing problem throughout the world, USF takes steps to ensure that the institution is protecting the privacy of students enrolled in distance and correspondence education courses or programs.

USF Policy 0-515, Protection of Electronic Personal Information[1], defines personal identity information as "information stored on electronic media which individually identifies someone in a manner which enables identity theft or fraud. Such information includes social security number, driver's license number, Florida Identification Card number, date of birth, and personal financial information." It does not include publicly available information that is lawfully available to the general public from federal, state, or local government records or widely distributed media.

USF Policy 0-515 restricts the collection and access of personal identity to that which is needed for official University business. T h e Division of Information Technology maintains storage. The data custodians and the Office of Information Security monitor access controls. USF Policy 0-515 specifies additional requirements, for example, processes for obtaining approvals for storing personal identity information in the University's authorized technology systems and mobile devices, transferring personal identity information between approved technology systems for University business purposes, and handling incidents when personal identity information is compromised.

At USF, the Registrar has been delegated the responsibility of ensuring that information from educational records is released only to individuals and agencies that have a legitimate educational interest or have been granted legally authorized access. To increase USF employees' awareness of the federal requirements under the Family Educational Rights and Privacy Act (FERPA) and their responsibility to protect University data, the Office of the

Registrar offers a FERPA online tutorial[2], which includes information on the purpose of FERPA and the rights afforded to students. The tutorial also provides links to additional information on Privacy Requests[3] and the Student Records Management Manual[4]. With the Privacy Request Form, students can control their level of privacy or disclosure of directory information.

USF also recognizes that distance education students have unique needs in terms of protecting their personal identity information and has established procedures for these situations. For example, USF Testing Services provides proctoring services for distance education classes and has established Procedures for Protecting the Privacy of Student Using USF Testing Services[5]. The procedures include a requirement that employees who administer and proctor tests sign the Confidentiality Agreement[6] for USF Testing Services.

Similarly, when USF enters into a contractual agreement for the delivery of distance education courses or services, USF ensures the vendors/partners, such as Apollidon[7], have policies and procedures for protecting the privacy of the USF students applying and enrolling in these courses/programs. Additional information on distance learning programs is provided in *Comprehensive Standard 3.13.4a (Policy Compliance)*.

4.8.3 An institution that offers distance or correspondence education has a written procedure distributed at the time of registration or enrollment that notifies students of any projected additional student charges associated with verification of student identity. (Distance and correspondence education)

Compliance Status: Compliant

Currently, the University of South Florida (USF) does not charge students for the incremental costs associated with verifying the identity of students enrolled in distance education courses. However, USF Policy 10-066, Section II (H), Identity Verification of Distance Education Students[1], stipulates that, in the event incremental costs are charged to students, the information on the additional fees shall be provided to students at the time of enrollment in the course or program, and the process for accomplishing this will be established as a procedure. The procedure will include the current practice of posting student fees along with course information in USF's Schedule of Classes[2]. Additional information on distance learning programs is provided in *Comprehensive Standard 3.13.4a (Policy Compliance)*.

4.9 The institution has policies and procedures for determining the credit hours awarded for courses and programs that conform to commonly accepted practices in higher education and to Commission policy. (Definition of credit hours)

Compliance Status: Compliant

The University of South Florida's (USF) policies and procedures for determining credit hours awarded for courses and programs conform to commonly accepted practice in higher education and the policy of the Southern Association of Colleges and Schools Commission on Colleges

(SACSCOC). *Comprehensive Standard 3.4.6 (Practices for Awarding Credit)* provides details on the practices employed by USF for determining the amount and level of credit awarded for courses and other educational experiences.

Definition of a Credit Hour

The controlling document for defining a credit hour in the Florida State University System (SUS) is Florida Administrative Code 6A-10.033(1)(a)[1], which provides basic definitions and guidelines for awarding college credit and serves as the reference point for state and institutional regulations, policies, and practices. More specifically, the code defines a credit hour as follows:

"One (1) college credit is based on the learning expected from the equivalent of fifteen (15) fifty-minute periods of classroom instruction; with credits for such activities as laboratory instruction, internships, and clinical experience determined by the institution based on the proportion of direct instruction to the laboratory exercise, internship hours, or clinical practice hours."

Florida Statute 1007.24[2] governs standards for statewide articulation and transfer and deals with common course numbering. The Florida Statewide Course Numbering System Handbook[3] defines "college credit" as it is used in articulation and transfer processes. State regulation ensures that USF's policies conform to commonly accepted practice in Florida higher education.

Further defining the credit to be awarded, USF Policy 10-065 (III)(E)[4] Credit Hours, establishes the Carnegie Unit-based federal definition of a credit hour (SACSCOC Pol. Stmt. Cred. Hrs.[5]) as the basis for assigning credit hours to all credit-bearing courses and programs offered by USF. The USF Policy defines a credit hour as:

". . . an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates:

1. Not less than one hour of classroom or direct faculty instruction and a minimum of two hours out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time, or

2. At least an equivalent amount of work as required and outlined in item 1 above for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours."

New Credit-Bearing Course Approval Process

USF has a well-developed process for the approval of new credit-bearing courses (regardless of delivery format) that includes the assigning of credit hours. Details of this process are provided in *Comprehensive Standard 3.4.6 (Practices for Awarding Credit.)*

As part of a new undergraduate course proposal, the proposer must demonstrate, by means of a sample syllabus, course outline, or related documentation, that the number of credits assigned to a proposed course is appropriate based on the definition in Florida Administrative Code 6A-10.033(1)(a)[1]. The Undergraduate Council reviews the proposal, including the number of credit hours assigned[6] to the course. New graduate courses follow a comparable Course Proposal Process[7] administered by the Office of Graduate Studies.

Published USF Guidelines for Establishing the Credit Awarded for Various Modes of Instruction[8] are also available on the Office of Undergraduate Studies website. For classes that meet less than the Carnegie Standard, "seat time" (time in class) as the primary metric for determining the amount of student work is de-emphasized. Instead, per the flexibility guidelines of the federal definition provided in the SACSCOC Credit Hours policy[5], "credits are awarded on the basis of documentation of the amount of work a typical student is expected to complete within a specified amount of academically engaged time." USF Policy 10-060, Academic Learning Compacts and Student Learning Outcomes[9], establishes student learning outcomes as an additional means of gauging the quality of education independent of seat time.

In all cases, but particularly in cases where academic programs are delivered in nontraditional modes, credit hours are awarded by the Undergraduate or Graduate Council on the basis of documentation of the amount and type of work a typical student is expected to complete within a specified period of academically engaged time and on the basis of documented student learning outcomes that reflect the amount of academically engaged time for a typical student in a traditional class format.

USF Health Courses

The College of Nursing, College of Public Health, and School of Biomedical Sciences within the College of Medicine adhere to the USF practices for awarding credit described above.

The process is slightly different for the professional MD and Doctor of Physical Therapy (DPT) degree programs. For example, the College of Medicine's (COM) Curriculum Committee[10] reviews courses in the MD program and determines the number of contact hours per course. The Committee meets monthly to evaluate course content, timing in the curriculum, methods of andragogy, effectiveness of teaching, appropriateness of objectives and method of evaluation, and oversight by faculty of student performance. The Office of Educational Affairs (OEA) reports actual assignments of contact hours to the COM Office of the Registrar with information sanctioned by the COM's Curriculum Committee[10] .

COM operates on an academic year calendar rather than a semester calendar. For the MD program, the first and second years of study are dedicated to basic science instruction, while the third and fourth years involve clinical experiences. Further, COM determines the number of weeks and contact hours for courses in accordance with the accreditation standards of the Liaison Committee on Medical Education (LCME), which is the accrediting body for medical education programs in the United States and Canada. The LCME defines program length and academic credit in terms of weeks of instruction, rather than semester hours, requiring a

minimum of 130 weeks of instruction for educational programs leading to the MD degree (see Functions and Structure of a Medical School, Part II.B.1, ED-4, pg. 10[11]). COM currently has 164 weeks of instruction for the entire four-year curriculum.

The College of Pharmacy (COP) employs a course approval process similar to that described for the other professional degree programs. The format of the Pharmacy curriculum is such that semester credit hours (SCH) for the core curriculum are pre-established; elective Pharmacy courses may be either two or three SCH. COP's Committee on Curriculum[12] (CC) reviews and approves a ll Pharmacy courses . COP CC follows established accreditation and institutional requirements. The COP Records and Registration Specialist (RRS) maintains oversight of the course numbering process.

The School of Physical Therapy & Rehabilitation Sciences (SPTRS) Curriculum Committee reviews courses in the professional DPT curriculum and determines the amount of credit awarded per course following Carnegie unit guidelines. The Committee meets monthly to evaluate course content, timing in the curriculum, effectiveness of teaching, appropriateness of objectives and method of evaluation, and oversight by faculty of student performance. An informational report regarding the SPTRS Curriculum Committee's course and curricular actions is presented once per year in August to the COM Curriculum Committee. The Director of SPTRS reports actual course hours for credit to the COM Registrar with the request for assignment of a SCN.