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Focused report

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Commission on Colleges
Southern Association of Colleges and Schools

Focused Report

Name of Institution **University of South Florida St. Petersburg**

Address of Institution **140 Seventh Avenue South**
St. Petersburg, FL 33701

Date of Committee Visit **February 15-17, 2011**

Type of Report **Focused Report**

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Additional Materials Included on the Flash Drive
[Link to Report of the Reaffirmation Committee](#)
[Link to USFSP’s Compliance Certification Report](#)
[Link to University Materials](#)

Introduction to the Focused Report

A. History of the University of South Florida St Petersburg

The University of South Florida St. Petersburg (USFSP) began its operation in 1965 when the University of South Florida Tampa (USF Tampa) exceeded its enrollment capacity by several hundred students and needed space to offer their classes. Classes for these students were then scheduled in the buildings of a World War II Merchant Marine base located on Bayboro Harbor in St. Petersburg. In 1968, the state legislature passed a bill that designated St. Petersburg as an official branch campus of USF Tampa and USFSP became the first regional university in the State University System. Since its inception, USFSP has been committed to offering students a learning environment enriched by close student-faculty interaction and dedicated to student success. Its alumni include teachers, school administrators, doctors, lawyers, judges, business leaders, and entrepreneurs.

Currently, USFSP offers 17 programs at the baccalaureate level and 10 programs at the graduate (Masters) level in the Colleges of Arts and Sciences, Business, and Education. USFSP enrollment is now near 6,000 students each semester. Each academic year, the University awards approximately 800 degrees in Arts and Sciences, Business, and Education.

The College of Business is accredited by AACSB International (Association to Advance Collegiate Schools of Business). The College of Education earned program approval by the Florida Department of Education as well as accreditation from NCATE (National Council for Accreditation of Teacher Education). Within the College of Arts and Sciences, the Department of Journalism and Media Studies is accredited by ACEJMC (Accrediting Council on Education in Journalism and Mass Communication).

The university is home to the Nelson Poynter Memorial Library and the campus features a relatively new 350-bed student living center, a state-of-the-art Science and Technology building that has earned LEED certification (Leadership in Energy and Environmental Design, Green Building Rating System) at the Gold level, and Harborwalk at USFSP, a pedestrian mall and promenade in the center of campus that connects the Science & Technology Building with Davis Hall and Bayboro Hall.

In 2001, the Florida Legislature authorized USFSP to operate as a fiscally autonomous and separate budget entity. In 2004, USFSP submitted its application for membership in the Southern Association of Colleges and Schools/Commission on Colleges (SACS/COC) and began the process of conducting its first compliance certification. In 2006, USFSP earned initial accreditation from SACS. The University is now in its first reaffirmation process, and, as part of that, presents both its Focused Report as well as its Quality Enhancement Plan (QEP).

B. USF St. Petersburg's Mission and Vision Statements

Strategic planning at USF St. Petersburg is coordinated by the Planning, Effectiveness and Budget Committee (PEBC). The PEBC is a faculty-led advisory group with a membership that is representative of the university community. The Strategic Plan is reviewed annually by the PEBC in order to be most responsive to changes in strategic assumptions and state funding. The strategic current plan that is entitled *Points of Focus: 2009 – 2013*.

Shown below are the University's Mission and Vision statements which are the foundation for every aspect of our mission:

Mission:

The University of South Florida St. Petersburg offers distinctive graduate and undergraduate programs in the arts and sciences, business, and education within a close-knit, student-centered learning community that welcomes individuals from the region, state, nation and world. We conduct wide-ranging, collaborative research to meet society's needs and engage in service projects and partnerships to enhance the university and community's social, economic and intellectual life. As an integral and complementary part of a multi-institutional system, USF St. Petersburg retains a separate identity and mission while contributing to and benefiting from the associations, cooperation, and shared resources of a premier national research university.

Vision:

The University of South Florida St. Petersburg will be a premier masters degree level urban university recognized for its vibrant community of scholars who engage and improve its community and the world.

C. Off-Site Compliance Review

The University of South Florida St. Petersburg Off-Site Review Committee identified 11 items of "non-compliance." Upon receiving the report, the institution responded quickly to address each area of concern. Each appropriate Vice Chancellor was tasked with ensuring compliance by taking the appropriate action(s) required. The following Principles were noted by the Off-Site Committee. Briefly summarized below are the actions taken to ensure compliance.

2.11.1 Financial Resources

Concern: The institution did not provide statement... for the most recent year.

Actions: The most recent audit will be mailed to the On-site Committee in January. Additional updated information for FY 2009-2010 is provided.

3.1.1 Mission

Concern: "...not clear mission statement was reviewed...did not document approval by the governing boards.

Action: Documentation is provided on review and approval by governing boards.

3.1.1.1 Institutional Assessment – Student Outcomes

Concern: "...not consistent evidence of using results for improvement."

Action: All 27 programs were reviewed; a summary has been prepared indicating changes made because of assessment and the impact of those changes.

3.3.1.3 Institutional Assessment – Education Support Services

Concern: "... Although there is a clear process, several of the units provided as evidence did not complete their findings on the use of results"...2009-2010: Academic Affairs report; Campus Computing; Graduate Studies; Student Achievement; Academic Advising; Library; and Institutional Research provided only potential reports.

Action(s): Through an administrative error, USFSP did not submit the final reports for these units for the Compliance Report. Only the working papers were submitted. This Focused Report includes the appropriate assessment reports which have also been reviewed again for clarity.

3.3.1.5 Institutional Assessment – Community Public Service

Concern: “Although the process is explained and preliminary data presented, insufficient documentation on implementation is presented.

Action: A more thorough review of the primary organizations through which USFSP accomplishes community/public service activities was conducted. More data are provided and improved analysis and documentation are presented.

3.4.7 Consortia Relationships

Concern: No evidence of how the institution or system reviews, evaluates, and ensures compliance with the state articulation agreement.

Action: USFSP evaluates this state agreement through the assessment of transfer students who bring articulated coursework into their USFSP degree. This agreement is underpinned by the State University System Common Course Numbering System (SCNS) which also provides important information on course equivalencies and reviews all new courses as well as substantive modifications of extant courses.

3.5.2 25% of Credit Houses for the Degree

Concern: A number of students (6%) are not meeting this resident requirement.

Action: As USFSP has been separately accredited in 2006, it had been necessary to modify the student information system software to track students within the USF System to ensure the residence requirement is met. Advisement and graduation monitoring are now in place to ensure compliance.

3.7.1 Qualifications of the Faculty

Concern: The qualifications of seven faculty were questioned.

Action(s): Of the seven faculty, six no longer work as the institution. The seventh person identified did not ever teach the named course (institutional error). Names and credentials for faculty assigned to the courses identified are provided.

3.4.10 Appropriate Control of Financial Resources

Concern: USFSP has not shown appropriate control: not had an external review since 2005; few numbers of internal audits; need ratio analysis and peer comparisons.

Action: USFSP has been included in the USF System audit with no negative findings, the external audit is due in January, 2011; internal audits are completed as well as peer comparisons and all ratio analyses.

4.5 Adequate Procedures for Addressing Student Complaints

Concern: “While the System-wide code of conduct is reviewed, there is no indication that policy procedures are followed.

Action: Clarification of policies was provided and additional documentation was provided related to both academic and student conduct complaints.

4.1 Recruitment Material

Concern: No concerns were identified by the Off-Site Committee

Action: USFSP has presented documentation of compliance.

The University of South Florida St. Petersburg appreciates the observations and questions presented by the Off-Site Committee. These comments have allowed us to be better prepared for the On-Site Committee visit.

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.

The member institution provides the following financial statements: (1) an institutional audit (or Standard Review Report issued in accordance with Statements on Standards for Accounting and Review Services issued by the AICPA for those institutions audited as part of a systemwide or statewide audit) and written institutional management letter for the most recent fiscal year prepared by an independent certified public accountant and/or an appropriate governmental auditing agency employing the appropriate audit (or Standard Review Report) guide; (2) a statement of financial position of unrestricted net assets, exclusive of plant assets and plant-related debt, which represents the change in unrestricted net assets attributable to operations for the most recent year; and (3) an annual budget that is preceded by sound planning, is subject to sound fiscal procedures, and is approved by the governing board. **(Financial Resources)**

Non-Compliance

Compliance Review Narrative

The University of South Florida - St. Petersburg has demonstrated financial stability even through these past difficult economic times. During the past four years net assets increased by over \$9 million. The operating income has increase by over \$7.7 million while holding expenses to an increase of only \$2.5 million. The institution has incurred a considerable amount of state funding reduction and will need to continue to find ways to increase other revenue streams or reduce expenses to offset those loss state appropriations.

The institution provided a copy of the fiscal year ended 2009 systemwide audit prepared by its external auditor. However, the institution did not provide its statement of financial position of unrestricted net assets, exclusive of plant assets; and plant-related debt, which represents the change in unrestricted net assets attributable to operations for the most recent year.

The university provided evidence of a sound inclusive budget plan as well as documentation that the budget is approved by their governing board.

Institutional Response:

The recent financial history of USFSP shows financial stability despite shrinking state revenues. Analysis of total unrestricted net assets from fiscal year 2006 to fiscal year 2010 depicts an increase of \$11.8M, despite state revenue shortfalls during the same period. USFSP is addressing this reduction through a combination of increased revenue (as approved by the state legislature in 2008 to raise tuition at public universities up to 15% per year until the U.S. average public university tuition amount is reached); reduction of expenditures through conservation of utilities and supplies; and reorganization of departmental structures creating staffing efficiencies.

Table 1 provides a statement of financial position of unrestricted net assets exclusive of plant assets and plant-related debt. Table 2 provides a 5-year history of the statement of net assets, and Table 3 is a 5-year history of the statement of changes in revenues, expenses, and changes in net assets. FY 10 data for all tables is in draft form awaiting final financial audit information, which is not expected to change significantly. NOTE: The audited Financial

statement for USFSP will be mailed to the Commission on Colleges by the end of January 2011. See letter to Dr. Belle S. Wheelan [\[1\]](#).

Table 1: Restatement of Net Assets without Plant and Plant Related Debt

Below is the *draft* Statement of Current Unrestricted Fund Net Assets, Note 13 of the FY2010 financial statements.

Statement of Current Unrestricted Fund Net Assets

Assets	
Current Assets:	
Cash and Cash Equivalents	\$ 3,251,585
Investments	24,679,231
Accounts Receivable, Net	868,441
Due from State	<u>279,711</u>
Total Assets	<u>29,078,967</u>
Liabilities	
Current Liabilities:	
Accounts Payable	259,167
Salaries and Wages Payable	1,036,050
Deposits Payable	90,869
Deferred Revenue	28
Compensated Absences Payable	<u>150,500</u>
Total Current Liabilities	<u>1,536,614</u>
Noncurrent Liabilities:	
Compensated Absences Payable	1,683,680
Postemployment Healthcare Benefits Payable	<u>848,838</u>
Total Noncurrent Liabilities	<u>2,532,518</u>
Total Liabilities	<u>4,069,133</u>
Total Net Assets	<u>\$ 25,009,835</u>

Note: The following footnote accompanies the Statement of Current Unrestricted Fund Net Assets information above in the USFSP FY 10 Financial Audit.

The Southern Association of Colleges and Schools, Commission on Colleges, which establishes the accreditation requirements for institutions of higher education, requires a disclosure of the financial position of unrestricted net assets, exclusive of plant assets and plant-related debt, which represents the change in unrestricted net assets. To meet this requirement, statements of net assets and revenues, expenses, and changes in net assets for the current unrestricted funds are presented.

Table 2: Net Assets

**USFSP A Component Unit of the State of Florida
History of Statement of Net Assets (Unaudited)**

	2006	2007	2008	2009	2010
ASSETS					
CURRENT ASSETS:					
Cash and Cash Equivalents (1)	10,025	9,950	13,909,676	4,641	4,022,978
Investments, Net (1)	16,354,002	19,466,017	8,733,246	25,855,880	24,679,231
Accounts Receivable, Net (2)	102,323	263,567	140,757	439,450	1,359,285
Interest and Dividends Receivable (3)	25,905	25,905	841	79,810	
Contracts and Grants Receivable	1,316,523	1,494,181	701,913	843,478	328,517
Due From Component Units/Primary Government (4)	1,425,000	3,399,416	14,147,358	9,082,427	1,991,332
Loans and Notes Receivable, Net	58,556	58,556	58,556	162,637	158,178
Total Current Assets	19,292,334	24,717,592	37,692,347	36,468,323	32,211,004
NON-CURRENT ASSETS:					
Restricted Cash and Cash Equivalents (1)			26,029		188,086
Restricted Investments (1)	1,007,593	363,211	352,499		1,155,225
Loans and Notes Receivable, Net	333,297	333,297	333,297	462,889	410,053
Buildings, Equipment and Other Depreciable Capital Assets, Net	34,443,286	35,886,406	33,601,214	31,289,545	29,816,518
Land and Other Nondepreciable Capital Assets (5)	6,417,613	7,071,827	7,915,414	19,434,998	24,717,158
Total Noncurrent Assets	42,201,789	43,654,741	42,228,453	51,188,803	56,287,040
TOTAL ASSETS	61,494,123	68,372,333	79,920,800	87,657,126	88,498,044
LIABILITIES					
CURRENT LIABILITIES:					
Accounts Payable	393,296	631,042	143,902	278,868	303,100
Construction Contracts Payable (6)	4,844	2,344	42,302	1,634,273	142,528
Accrued Salaries and Wages	614,529	935,651	942,137	856,864	1,036,050
Deposits Payable	28,788	226,866	167,807	262,121	247,719
Due to Other USF Departments	1,891	1,891			
Deferred Revenue	1,220,840	3,792,825	1,134,355	1,050,918	57,156
Bonds Payable				15,358	
Current Compensated Absences Liability	142,618	145,575	148,462	157,043	150,500
Total Current Liabilities	2,406,806	5,736,194	2,578,965	4,255,445	1,937,053
NONCURRENT LIABILITIES:					
Compensated Absences	1,356,940	1,499,464	1,474,732	1,583,932	1,683,680
Other Non Current Liability				473,002	418,153
Post Employment Health Care Benefits Payable			235,217	423,676	848,838
Bonds Payable (7)				693,527	
Total Noncurrent Liabilities	1,356,940	1,499,464	1,709,949	3,174,137	2,950,671
TOTAL LIABILITIES	3,763,746	7,235,658	4,288,914	7,429,582	4,887,724

NET ASSETS:					
Invested in Capital Assets, Net of Related Debt	40,773,564	42,870,899	41,516,628	50,495,325	54,533,676
Restricted:					
Nonexpendable:					
Expendable:					
Debt Service					
Loans	391,776	391,776	391,776	157,774	156,920
Capital Projects (8)	2,426,324	1,094,768	14,483,584	6,624,147	3,029,084
Other Restricted Net Assets	959,946	720,805	1,300,322	711,219	880,805
Unrestricted:	13,178,765	16,058,426	17,939,577	22,239,079	25,009,835
Total Net Assets	57,730,375	61,136,674	75,631,887	80,227,554	83,610,320
Total Liabilities and Net Assets	61,494,121	68,372,332	79,920,801	87,657,126	88,498,044

NOTES:

- (1) FY 09 and FY 10 reflect a decrease over FY 08 in cash and cash equivalents that is offset by the change in net investments for the same period.
- (2) Housing accounts for Fall 2010 were posted prior to June 30, 2010.
- (3) FY09 Interest earned on invested cash for undisbursed student loans.
- (4) FY 08 includes state appropriated funds for the Science and Technology Academic Facility.
- (5) FY 09 and FY 10 include the Science and Technology Academic Facility.
- (6) FY 09 includes remainder payments for the Science and Technology Academic Facility.
- (7) FY 09 includes CITF bonds for the Multipurpose Student Center and Recreation Facility Program Expansion, Maintenance & Repair.
- (8) FY 08 includes funds for the Sciences and Technology Academic Facility.

Table 3: Revenues, Expenses and Changes in Net Assets

**USFSP A Component Unit of the State of Florida
History of Revenues, Expenses and Changes in Net Assets (Unaudited)**

	2006	2007	2008	2009	2010
REVENUES					
Operating Revenues:					
Student Tuition and Fees, Net of Scholarship Allowance	5,881,626	7,672,262	9,228,502	11,204,765	13,693,745
Federal Grants and Contracts	2,148,184	2,177,245	1,599,322	1,582,481	1,837,180
State and Local Grants and Contracts	16,236	50,967	62,469	209,495	
Nongovernmental Grants and Contracts	381,923	248,700	61,682	641,766	642,170
Sales and Services of Educational Department	43,320	47,354	52,598	27,023	
Sales and Services of Auxiliary Enterprise	970,205	2,412,949	2,478,547	3,427,207	3,589,763
Interest on Loans Receivable (1)				78,968	11,679
TOTAL OPERATING REVENUES	9,441,494	12,609,477	13,483,120	17,171,705	19,774,537

EXPENSES					
Operating Expenses:					
Compensation and Employee Benefits	28,614,612	30,548,292	31,317,931	30,425,599	30,879,444
Services & Supplies	7,224,778	6,457,836	5,055,045	4,584,476	5,542,232
Utilities	1,779,148	2,333,123	2,164,377	1,755,864	1,924,781
Scholarships and Fellowships	2,285,674	3,537,306	2,893,823	4,485,241	5,594,355
Depreciation Expense	1,986,812	2,241,541	2,501,651	3,191,325	2,740,714
TOTAL OPERATING EXPENSES	41,891,024	45,118,098	43,932,827	44,442,505	46,681,526
OPERATING INCOME (LOSS)	(32,449,530)	(32,508,621)	(30,449,707)	(27,270,800)	(26,906,989)
NON-OPERATING REVENUES (EXPENSES)					
State Appropriations	29,372,235	30,028,004	26,619,178	26,263,886	21,974,169
Federal and State Student Financial Aid	3,257,145	4,102,445	5,409,555	5,520,650	7,857,517
Investment Income (2)	133,983	162,523	112,798	12,130	468,617
Unrealized Gains and Losses (3)	28,108	(365,368)	39,862	408,779	
Other Non-Operating Revenue (4)		80		19,426	30,940
Interest on Asset-Related Debt (5)				(23,525)	
Other Non-Operating Expenses (6)	(4,150)	(2,479,066)	(1,630,643)	(2,626,708)	(2,640,266)
NET Non-Operating Revenues, Income (Loss) Before Other Revenues,	32,787,321	31,448,618	30,550,750	29,574,638	29,619,290
Expenses, Gains, or Losses	337,791	(1,060,003)	101,043	2,303,838	2,712,301
Capital Appropriations (7)		825,483	13,574,416	2,036,805	479,167
Capital Grants, Contracts and Donations (8)	63,139	7,032	21,094	399,069	1,129,267
Transfers to/from Other University Campuses	3,040,634	3,633,789	798,661	(144,055)	(501,009)
Total Other Revenues (Expenses)	3,103,773	4,466,304	14,394,171	2,291,819	1,107,425
Increase (Decrease) in Net Assets (9)	3,441,564	3,406,301	14,495,214	4,595,657	3,819,726
Net Assets, Beginning of Year (10)	54,288,811	57,730,375	61,136,676	75,631,887	79,814,954
Adjustments to Beginning Net Assets					707,513

Beginning Net Assets	54,288,811	57,730,375	61,136,676	75,631,887	80,522,467
Net Assets, End of Year	57,730,375	61,136,676	75,631,887	80,227,544	83,610,320

NOTES:

- (1) FY 09 includes Interest on Student Loans.
- (2) FY 09: Interest rates were reduced and a construction account interest correction occurred.
- (3) Unrealized gains on university investments, allocated at the rate of cash to investments at the USF System. Also in FY 09, USF switched investments from the state pool to University Management providing a better rate of return, also noted in FY 10.
- (4) Library automation funding from state sources.
- (5) FY 09: Debt service payments by the State for CITF projects
- (6) Revenue swaps from the Finance Corp. for auxiliary bonds on Housing and Parking.
- (7) FY 08 includes funding for the Science and Technology Academic Facility.
- (8) Includes funding for bookstore mezzanine renovation, Foundation equipment donations, and state bond payments from capital improvement fees.
- (9) FY 08 includes funding for the Science and Technology Academic Facility.
- (10) FY 10 has an adjustment to net assets requested by the state auditor for library books.

In addition to the updated tables 1, 2, and 3 above, the following tables and information have been updated to reflect receipt of the draft FY 10 financial statement. As noted in section 3.10.4 of the institutional response, FY 10 data for all tables is in draft form awaiting final financial audit information, which is not expected to change significantly.

Table 4 provides financial information in a format suggested by the Commission on Colleges.

Table 4: Financial Worksheet – Public Institutions

	2006	2007	2008	2009	2010
Invested in capital Assets, net of deprec. and rel. debt (d)	40,773,564	42,870,899	41,516,628	50,495,325	54,533,676
Restricted - non-expendable (e)					
Restricted - expendable (f)	3,778,046	2,207,349	16,175,682	7,493,140	4,066,809
Unrestricted (g)	13,178,765	16,058,426	17,939,577	22,239,079	25,009,835
TOTAL NET ASSETS (d+e+f+g)	57,730,375	61,136,674	75,631,887	80,227,544	83,610,320
Current Assets	19,292,334	24,717,592	37,692,347	36,468,323	32,211,004
Current Liabilities	2,406,806	5,736,194	2,578,965	4,255,445	1,937,053
Property and Equipment, net of accumulated depreciation	40,773,564	42,870,899	41,516,628	50,724,543	54,533,676
Total Operating Revenues (j)	9,441,494	12,609,477	13,483,120	17,171,706	19,774,537
Total Operating Expenses (k)	41,891,024	45,118,098	43,932,827	44,442,505	47,413,399
Net Non-operating revenues /(expenses)	32,787,321	31,448,618	30,550,750	27,270,800	29,619,290
Total Other Revenues	3,103,773	4,466,304	14,394,171	2,291,819	1,107,425
Long-term liabilities-current portion (h)	142,618	145,575	148,462	172,401	150,500
Long-term liabilities-noncurrent portion (i)	1,356,940	1,499,464	1,709,949	3,174,137	2,950,671

TOTAL LONG-TERM LIABILITIES (h+i)	1,499,558	1,645,039	1,858,411	3,346,538	3,101,171
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USFSP operates within its fiscal and physical resources despite the difficulties for Florida public education due to the economic downturn. USFSP is current in its financial obligation to employees, vendors, and government entities without borrowing for daily operations. The institution has no line of credit outstanding (excludes debt service bonds for two auxiliary/student fee-funded buildings), and does not borrow funds from the USF System for operations. USFSP does not borrow against endowment funds, and spends donation earnings conservatively in accordance with the USF Foundation Endowment Spending Policy [2]. USFSP does not depend on the revaluation of assets, gains on endowments, or the sale of institutional assets to support operations.

Despite recent investment losses, auxiliary, endowment and foundation funds are expended in alignment with revenues/donations, and cash is managed according to annual financial plans both for the direct support organizations in accordance with Board of Trustees approved Financial Plans and Strategy Statements [3], Investment Policies [4], and Derivatives Policy [5].

Table 5: Annual Giving (includes Operating Gifts and Endowments)

Fiscal Year	Gifts	Pledges	Planned Gifts	State Match	Grants	Total
2006	\$ 371,683	\$ 130,666	\$ 1,343,690	-	-	\$ 1,846,039
2007	\$ 566,897	\$ 28,875	\$ 1,050,490	\$ 50,000	-	\$ 1,696,262
2008	\$ 486,238	\$ 133,978	\$ 2,534,734	\$1,462,200	\$ 71,234	\$ 4,688,384
2009	\$ 362,321	\$ 133,410	\$ 1,671	\$ 266,320	-	\$ 763,722
2010	\$ 202,259	\$ 150,609	\$ 72,223	\$ 125		\$ 425,215

Table 6: Operating Gifts

Fiscal Year	Number of Gift Funds	Beginning Balance	Spendable Gifts	Expenditures	Year End Balance
2006	76	\$ 476,583	\$ 240,453	\$ 131,308	\$ 585,728
2007	83	\$ 585,728	\$ 841,037	\$ 175,970	\$ 1,250,795
2008	88	\$ 1,250,796	\$ 393,385	\$ 791,727	\$ 852,454
2009	96	\$ 867,455	\$ 430,661	\$ 338,672	\$ 963,359
2010	99	\$ 697,803	\$ 403,080	\$ 136,756	\$ 678,814

Table 7: Endowments

Fiscal Year	Number of Endowments	Principal Value (as of 6/30)	Market Value (as of 6/30)	Earnings	Expenditures	Year End Balance
2006	44	\$10,541,332	\$14,447,134	\$ 521,487	\$ 525,355	\$ 853,988
2007	46	\$11,803,322	\$17,705,873	\$ 525,036	\$ 332,734	\$ 1,095,764
2008	45	\$12,714,481	\$16,595,301	\$ 618,439	\$ 496,929	\$ 1,224,272
2009	44	\$13,094,240	\$12,625,549	\$ 767,750	\$ 451,828	\$ 1,540,196
2010	45	\$12,643,318	\$13,834,547	\$ 644,758	\$ 367,800	\$ 1,825,994

USFSP currently has two bonded buildings that are financed in accordance with the institution's Debt Management Policy [6]. On December 2, 2010, Moody's Investor Service assigned an A1 rating to the bonds to be sold for the Multi-Purpose Student Center to be constructed at USFSP beginning in spring 2011. Moody's noted that "The A1 rating with a stable outlook on the Series 2010 COPs, which is rated two notches below the University's Aa2 issuer rating, assumes a moral obligation between the University and the Financing Corporation, a direct support organization of the University, but reflects a more narrow revenue pledge of the System Revenues and incorporates the various risks associated with the Financing Corporation as the obligor." [7]

Table 8: Combined Statements of Activities and Changes in Net Assets: USFSP Parking Services and USFSP Housing

**University of South Florida St. Petersburg
Combined Statements of Activities and Changes in Net Assets
USFSP Parking Services & USFSP Housing Summary of Fiscal Balances
Fiscal Year Ended June 30, (Unaudited)**

	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>
Assets				
Cash	\$ 471,731	\$ 679,374	\$ 779,772	874,518
Accounts Receivable - Net of Allowance Doubtful Account (1)	170,894	133,420	338,371	126,222
Total Assets	<u>\$ 642,625</u>	<u>\$ 812,794</u>	<u>\$ 1,118,143</u>	<u>1,000,740</u>
Liabilities				
Current Liabilities (2)	98,576	60,003	329,466	110,331
Totals Liabilities	<u>\$ 98,576</u>	<u>\$ 60,003</u>	<u>\$ 329,466</u>	<u>110,331</u>
Fund Balance Beginning of Year	\$ 1,351,252	\$ 544,049	\$ 752,791	788,677
Net Change in Fund Balance	(807,203)	208,742	35,886	101,732
Fund Balance End of Year	<u>\$ 544,049</u>	<u>\$ 752,791</u>	<u>\$ 788,677</u>	<u>890,409</u>

Total Liabilities and Fund Equity	\$ 642,625	\$ 812,794	\$ 1,118,143	1,000,740
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NOTES

(1) The increase in Accounts Receivable in fiscal year 2009 is due to additional collection of FAST accounts for USFSP Housing.

(2) The decrease in Current Liabilities in fiscal year 2008 is due to reduction in Deferred Revenue Oasis Accounts Receivable for USFSP Housing.

Table 9: Summary of Revenues and Expenditures: USFSP Parking Services and USFSP Housing

**University of South Florida St. Petersburg
USFSP Parking Services & USFSP Housing Summary of Revenues and Expenditures
Fiscal Year Ended June 30, (Unaudited)**

	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>
Operating Income				
Operating Income (1)	\$ 2,240,405	\$ 2,482,490	\$ 3,176,466	3,338,862
Other Rental Income (2)	117,198	91,268	(2,366)	8,933
Other Income	40,826	60,543	79,052	56,150
Transfer in USF Finance Corp	1,575,612	1,323,603	741,495	1,350,280
Transfer in USF Funds	81,559	449,002	458,029	28,641
Total Operating Income	\$ 4,055,600	\$ 4,406,906	\$ 4,452,677	\$ 4,782,866
Operating Expenses				
Salaries and Benefits (3)	\$ 307,634	\$ 247,935	\$ 246,132	233,754
Other Personnel Services (4)	75,449	99,858	92,392	94,649
Direct Operating Expenses (5)	248,029	236,965	245,735	263,836
Telephone and Utilities (6)	398,261	437,972	394,939	411,848
Total Operating Expenses	\$ 1,029,373	\$ 1,022,730	\$ 979,198	\$ 1,004,087
Total Cash Disbursements	\$ 1,029,373	\$ 1,022,730	\$ 979,198	\$ 1,004,087
Increase/(Decrease) in Cash from Operations	\$ 3,026,227	\$ 3,384,176	\$ 3,473,479	\$ 3,778,779
Investment Income				
Interest on Investments	\$ 53,533	\$ 21,789	\$ 15,782	\$ 2,971

Increase/(Decrease) in Cash from Operations and Investments	\$ 3,079,760	\$ 3,405,965	\$ 3,489,261	\$ 3,781,750
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Non-Operating Expenses

Other Expenses	\$ 51,312	\$ 88,013	\$ 76,902	\$ 139,538
Admin Overhead	62,960	66,360	61,786	65,997
Transfer Out USF Funds	1,319,000	0	0	0
Transfer Out USF Finance Corp	2,450,887	3,042,850	3,314,687	3,474,483
Transfer Out USF Foundations	2,804	0	0	0
Total Non-Operating Expenses	\$ 3,886,963	\$ 3,197,223	\$ 3,453,375	\$ 3,680,018
Fund Balance Beginning of Year	\$ 1,351,252	\$ 544,049	\$ 752,791	\$ 788,677
Net Change in Fund Balance	(807,203)	208,742	35,886	101,732
Fund Balance End of Year	\$ 544,049	\$ 752,791	\$ 788,677	\$ 890,409

NOTES:

(1) The increases in Operating Income in fiscal year 2009 are due to additional Parking Fees in Fall, Spring, and Summer terms and bulk Sales to Outside Customers for USFSP Parking Services; and Rental Income for additional occupancy for Fall and Spring USFSP Housing.

(2) The decreases in Other Rental Income in fiscal year 2009 are due to Outside Customers - Bulk Sales and Space Rental revenues for USFSP Parking Services; and credits to Outside Customers for USFSP Housing.

(3) The decrease in Salaries and Benefits in fiscal year 2009 is due to a reduction in Matching Fringe Benefits and OPS wages for USFSP Parking Services.

(4) The increase in Other Personal Services in fiscal year 2009 is due to additional expenditures for landscaping, entertainment, and temporary employees for USFSP Housing.

(5) The decrease in Direct Operating Expenses in fiscal year 2009 is due to a reduction in Repair/Maintenance Building/Facilities expenditures for USFSP Parking Services.

(6) The decrease in Telephone and Utilities expenses in fiscal year 2009 is due to a reduction on electrical usage in parking garage for USFSP Parking Services.

One component of the budget-planning link at USFSP is an ongoing analysis of enrollment trends and their effect on the budget. Enrollment at USFSP has increased each year since 2006. Despite declines in state general fund revenues, increases in tuition and fees have permitted USFSP to continue providing a high quality academic and student experience with sufficient course sections available to maintain a reasonable time to graduation standard. Tuition budgets have increased \$2.9M from 2006 through 2010, offsetting 55% of the \$5.3M loss in budgeted general revenue for the same period. Federal stimulus funds of \$1.925M assist in filling the funding gap on a nonrecurring basis for FY 10 and \$1.842M in FY 11. Table 10 illustrates growth in enrollment and Table 11 shows the general fund budget history.

For FY 11, tuition will increase by \$1.2M, while a minimal budget reduction and continuation of federal stimulus funding places USFSP in a more financially stable environment than we have seen in several years.

Table 10: Enrollment

<u>Headcount</u>	<u>Fall 06</u>	<u>Fall 07</u>	<u>Fall 08</u>	<u>Fall 09</u>	<u>Fall 10</u>
Undergraduate	2,916	2,956	3,136	3,358	3,439
Graduate	340	421	447	390	398
<u>Non-Degree Seeking</u>	<u>255</u>	<u>229</u>	<u>188</u>	<u>243</u>	<u>136</u>
USFSP (Home Institution)	3,511	3,606	3,771	3,991	3,973
<u>Other Students</u>	<u>1,492</u>	<u>1,699</u>	<u>1,869</u>	<u>2,067</u>	<u>2,047</u>
Total Funding Campus	5,003	5,305	5,640	6,058	6,020

Table 11: General Fund Budget

	FY 2006	FY 2007	FY 2008	FY 2009	FY 2010	FY2011
State Appropriations	\$28,076,396	\$27,596,367	\$28,295,483	\$27,152,458	\$22,683,723	\$22,804,667
Federal Stimulus					\$1,925,121	\$ 1,842,058
Tuition (1)	\$8,624,001	\$ 7,848,566	\$ 8,176,729	\$11,389,902	\$13,946,403	\$15,308,966
Total	\$36,700,397	\$35,444,933	\$36,472,212	\$38,542,360	\$38,555,247	\$39,355,691
(1) FY 07: Budgeted tuition authority reduced to actual enrollment levels. FY 09, FY 10, and FY 11 include excess tuition budget authority for future growth, as follows: FY 09 - \$908,274; FY 10 - \$2,393,391; FY 11 - \$1,593,871.						

State appropriations have declined since FY 2007, however, Table 1 (above) indicates a reasonably stable financial position for the institution. Additional information about the institution's position regarding state budgets and tuition via ratio analysis and benchmarking can be found in the enclosed focus report for comprehensive standard 3.10.4.

Florida Statute (2002) 1004.33 [\[8\]](#) created a Campus Board for USFSP that has the power and duty to approve and submit an annual operating plan and budget for review and consultation by the USF System Board of Trustees. The Operating Procedures of the Campus Board [\[9\]](#) require that the campus operating budget must reflect the line-item appropriations contained in each annual Florida General Appropriations Act.

The budget request submitted by USFSP is preceded by sound planning and is developed based on the priorities and strategic goals and objectives of the USFSP Strategic Plan [\[10\]](#). The operating budget process at USFSP is designed to incorporate the following major elements:

- Identification of priorities. This step must embody and enable the institution's strategic direction. Identification of priorities includes not only new programs, activities, and services, but also should identify low-priority items that may be reduced or eliminated. Priority identification for the academic programs begins with the Academic Learning Compacts, where academic disciplines evaluate student learning and plan for future changes and adjustments to the curriculum Academic Learning Compacts [\[11\]](#). Other considerations include revenue estimates for tuition and fees (FL Chapter 1009.24 guarantees that resident undergraduate tuition per credit hour increases annually equal to the rate of inflation, unless

otherwise provided in the General Appropriations Act), capital appropriations, and increased operating costs. The Planning, Effectiveness and Budget Committee (PEBC) reviews Learning Compacts and Budget Requests to ensure alignment with the System’s Strategic Plan.

- Alignment of priorities with resources. This is the process of determining the mix of priorities that can be supported with the resources available.
- Opportunity for broad-based input and review. Budget development is an administrative role, but it must be informed by the values and opinions of the entire institutional community, including faculty, students, staff, and the public.
- Preparation of detail. The budget is necessarily a detailed and complex plan, the preparation of which requires a significant amount of time.
- Formal approval. As a public institution, USFSP’s Campus Board must approve its legislative budget request, capital improvement plan and operating budget [12]. The USF Board of Trustees approves tuition and fee rates [13].

The following calendar shows the major events and roles that make up the operating budget process. Terms shown in italics are defined below the table. The Budget Calendar is attached [14].

MONTH	EVENT	ROLES
October	Institutions and campuses prepare revenue estimates for succeeding year for all areas for review by the USF System Budget Planning Advisory Committee	Regional Vice Chancellor for Administrative and Financial Services with Budget Director
October-November	Campus Board approves fee increases for succeeding year	Regional Chancellor with Regional Vice Chancellor for Administrative and Financial Services
March-April	Regional Chancellor issues Budget Calendar and Instructions	Regional Chancellor with Regional Vice Chancellor for Administrative and Financial Services and Budget Director, Regional Vice Chancellors [14]
March-April	Planning, Effectiveness and Budget Committee (PEBC) and Budget Council review previous year Legislative Budget Requests (LBR), Capital Improvement Plan (CIP), and current State Revenue Estimates	Budget Council, PEBC

March-April	Prepare LBR, CIP, Budget Requests and Budget Request Items for Budget Council Reviews	Major Budget Units, Budget Council, PEBC [15]
April	Campus Board reviews budget, approves LBRs, CIP and Continuation Budget	Regional Chancellor and Regional Vice Chancellor for Administrative and Financial Services [12]
June	State appropriations set	Florida Legislature
June	Tuition set	USF Board of Trustees [13]
August-September	Budget Hearings for New Resources (recurring and nonrecurring)	Regional Chancellor, Regional Vice Chancellors, Budget Director [16]
August-September	Budget Requests Reviewed for alignment with Strategic Plan, Quality Enhancement Plan and Academic Learning Compacts	PEBC [15, 16]
August-September	New Resources Allocated (if appropriate)	Regional Chancellor, Regional Vice Chancellors [17]
September	Final budget document distributed	Budget Director [18] (to be added)

In 2002, the Florida Legislature established that USFSP shall "be operated and maintained as a separate organizational and budget entity of the University of South Florida and that all legislative appropriations" [for the campus] will "be set forth as separate line items in the General Appropriations Act" [\[8\]](#). Budget guidelines and instructions state the Regional Chancellor's priorities for the institution in light of the state's Economic and Demographic Research information [\[19\]](#). Revenue estimates discussed by the USF System Budget Advisory Council preview the anticipated outcomes of the state budget and Board of Trustees' tuition-setting processes, review any "unavoidable costs" or previous commitments that must be addressed, and set the parameters for the budget proposals to follow. Budget proposals are prepared by each major budget unit and formally respond to the budget guidelines and instructions. Budget proposals typically include requests for new funding and/or identification of items to be cut or reallocated, depending on the instructions for that year.

Major budget units are Academic Affairs, Student Affairs, Administrative and Financial Services, External Relations and the Regional Chancellor's area. Within Academic Affairs, the three Colleges and the Nelson Poynter Memorial Library are each a major budget unit. The Leadership Team functions as the Budget Advisory Committee for USFSP. It includes the Regional Vice Chancellors, the Budget Director, Deans, Chairs of the Faculty and Staff Senates, and selected Directors and staff. Budget scenarios are high-level models of the budget which incorporate several variables, including state support, tuition rates, enrollment, and

budget allocations. The Legislative Budget Request (LBR) is the institution's formal request for state funding, and the Capital Improvement Plan (CIP) is the institution's request format for capital improvement funding. These documents must be approved by the Campus Board and are submitted to the USF System Board of Trustees. The final budget document is the base budget in internal USFSP format.

Summary:

USFSP has a sound financial base and demonstrated financial stability to support the mission of the institution and the scope of its programs and services. The institution is regularly audited according to Florida Statute, and has received no findings of material weaknesses or noncompliance in the two audits conducted since it received separate accreditation. The financial position of the institution is positive despite recent economic upheaval, and demonstrates sound planning and fiscal procedures that are approved by the Campus Board and USF System Board of Trustees.

Supporting Documentation:

1. [Letter to Dr. Belle S. Wheelan regarding timing of Audit](#)
2. [USF Foundation Prospectus](#)
3. [Financial Plans and Strategy Statements](#)
4. [Investment Policies](#)
5. [Derivatives Policy](#)
6. [Debt Management Policy](#)
7. [Moody's Final Report](#)
8. [Florida Statute 1004.33](#)
9. [Operating Procedures of the Campus Board](#)
10. [USF St. Petersburg Strategic Plan](#)
11. [Academic Learning Compacts](#)
12. [Campus Board Meetings](#)
 - [Approval of Operating and Capital Budgets and Fees, Minutes](#)
 - [Approval of Operating and Capital Budgets and Fees, Agenda](#)
 - [Approval of Continuation Budget, Capital Improvement Plan, Legislative Budget Requests, Minutes](#)
 - [Approval of Continuation Budget, Capital Improvement Plan, Legislative Budget Requests: Agenda](#)
13. [USF System Board of Trustees Meetings](#)
14. [Budget Calendar](#)
15. [PEBC Minutes](#)
16. [Budget Council Minutes](#)
17. [New Resources Allocation](#)
18. [USFSP Budget Document](#)
19. [Economic and Demographic Research information](#)

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)**

Non-Compliance

Compliance Review Narrative

It [is] clear that The University of South Florida - St. Petersburg mission statement is tightly linked to its strategic planning process, which was most recently revised in 2009. It is, however, unclear whether the mission statement was reviewed during this process. The institution provides evidence that the strategic plan was approved by the Campus Board in January 2010, but only offers documentation that it was presented as an agenda item for the University of South Florida Board of Trustees. The institution did not provide approval by the University of South Florida Board of Trustees, and the Governing Board.

Institutional Response:

The University of South Florida St. Petersburg has a clear and comprehensive Mission Statement which guides the institution while complementing the mission and goals of the University of South Florida System. The USFSP Mission Statement is current and was most recently reviewed and approved as part of the comprehensive strategic planning process leading to the 2008-2013 Strategic Plan. This is evidenced in the Minutes [\[1\]](#) of the Strategic Plan Steering Committee Meeting on February 13, 2008 and the Minutes [\[2\]](#) of the Goals and Strategies Subcommittee on August 21, 2008.

During the update of the Strategic Plan in 2009 ("*Points of Focus: USFSP Strategic Plan 2009-2013*"), the Mission Statement was considered by the Committee to have already been reviewed and found sufficient. Subsequently, the USF St. Petersburg Campus Board approved the updated 2009-2013 Strategic Plan including the Mission on January 10, 2010 [\[3\]](#) and the University of South Florida System Board of Trustees approved the updated plan and the included Mission Statement on June 24, 2010 [\[4\]](#).

USF St. Petersburg disseminates its Mission Statement in a number of ways. It is included in the Undergraduate [\[5\]](#) and Graduate [\[6\]](#) Catalogs; it is on the USF St. Petersburg website under the "Visitors" link [\[7\]](#) and via links on the Academic Affairs webpage [\[8\]](#).

Supporting Documentation:

1. [Steering Committee Minutes, February 13, 2008](#)
2. [Goals and Strategies Subcommittee Minutes, August 21, 2008](#)
3. [USFSP Campus Board Agenda and Minutes, January 10, 2010](#)
4. [USF System Board of Trustees Agenda and Minutes, June 24, 2010](#)
5. [Undergraduate Catalog, page 7](#)
6. [Graduate Catalog, page 14](#)
7. [USFSP Homepage, Visitors information](#)
8. [Academic Affairs Homepage, Mission link](#)

3.3.1 The institution identifies expected outcomes, assess the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas (**Institutional Effectiveness**):

3.3.1.1 educational programs, to include student learning outcomes

Non-Compliance

Compliance Review Narrative

The University of South Florida - St. Petersburg has a comprehensive assessment process rooted in the state-mandated Academic Learning Compacts (ALC). While coordinated by Institutional Research and Effectiveness, primary responsibility for assessment of programs and student learning is delegated to the school or program faculty. ALC reports are reviewed by the Planning, Evaluation and Budget Committee (PECB), which monitors the report quality and works with school deans to make improvements to the reports when necessary.

Each of the programs presented has clearly defined learning outcomes and program objectives. Multiple measures for assessment including both direct and corroborative data are presented. While programs are regularly assessing student achievement, there is not consistent evidence of using results for improvement. Some programs such as anthropology and the masters in journalism provide examples of assessment-based changes. However, other programs, list no (Criminal Justice) or vague improvements such as forwarding the data and analysis to another committee (Education). Additional evidence that the institution is using assessment broadly for improvement of academic programs is needed.

Institutional Response:

As a result of the Off-Site Committee Review, USFSP initiated a re-review of all Academic Learning Compacts (ALCs) by the university-wide Planning, Effectiveness and Budget Committee (PEBC), as well as by respective College Deans and their responsible academic program coordinators and program faculty. Each ALC was thoroughly and carefully reviewed and a reporting matrix was developed which put a stronger focus on documenting the use of results from assessments for academic program improvement.

In some instances, this “re-review” solidified the linkages between assessment results and program improvements that had been documented previously. For example:

- In the College of Education, the professional judgment of the faculty as well as the complete change in the Florida Department of Education’s requirements for initial teacher certification resulted in a major curriculum review and revision to create the new B.S. in Education. This degree program offers graduates licensure and endorsements in Elementary Education, ESOL, special education and reading – effectively enabling graduates to teach every child in a classroom. Continuing the past performance of graduates from its previous baccalaureate programs, all (100%) of graduates of this new program passed the Florida Teacher Certification Examination (FTCE) in both Elementary and Special Education. The State of Florida has named this program as a “model” for other degree granting institutions.
- Several ALCs documented the need to strengthen graduates’ computational skills both in basic mathematics and statistics. This observed commonality was a critical element

in the selection of improvement of student performance in these areas as the institution's Quality Enhancement Plan (QEP).

- Assessment of USFSP's General Education curriculum (which the institution treats as a large ALC) resulted in more clarity of goals and outcomes and a narrowing of courses that address each outcome. The use of nationally-normed assessments such as the ETS Proficiency Profile continue to show that USFSP students perform as well or better than nationally-matched cohorts.

In other cases, the re-review identified new or improved linkages between assessment results and led to additional improvement actions. For example:

- As a result of its 2009-10 assessment, the Department of Psychology initiated the use of the ETS Major Field Test in Psychology in the Fall of 2010 as a nationally-normed benchmark for its graduates. Initial results will be available in and acted on in Spring 2011. In addition, using both NSSE data and course-level assessments, the department identified human diversity as a area of study insufficiently covered. The curriculum was changed to add this area as part of the major "core." Two courses have been and two courses are being developed and approved to meet this requirement.
- The Information Systems Management faculty in the College of Business has added "hands-on" projects to several courses to complement written examinations and better assess students' competencies. The faculty also changed several textbooks to emphasize this revision.
- After several semesters of high performance on the ETS Major Field Test in Business, the faculty in the College elected to change their assessment protocols to course-based assessments which they believe will more effectively define key improvements needed in each discipline and make these improvements more actionable. In addition, the Business faculty embarked on a college-wide initiative to improve and strengthen faculty development in the area of on-line pedagogy.
- The Colleges of Arts and Sciences and Business worked together to realign the degree program in Economics, which had previously been shared, and house it fully within the College of Business. This was done, in part, to strengthen the quantitative requirements for graduates (which was also related to the selection of the QEP).
- The Colleges of Arts and Sciences and Business faculty reviewed all of their respective programs, surveyed student interest, and assessed institutional readiness as well as regional and state needs. As a result, the Colleges proposed two new baccalaureate degree programs in Health Sciences (which will be a shared responsibility) and Entrepreneurship. These programs have been approved by the USF System Board of Trustees and will be initiated beginning in the Fall of 2011.

USFSP has prepared a summary of the ALCs for all of its 27 degree programs. These summaries clearly show the linkages between assessment findings, use of those findings for program improvement and the assessment of the impact of those improvements at a variety of levels ranging from individual course changes to wholesale curricular change. The Summary for the College of Arts and Sciences can be found here [\[1\]](#). The Summary for the College of

Business can be found here [\[2\]](#). The Summary for the College of Education can be found here [\[3\]](#).

Notable in the concerns of the Off-Site Committee were programs in Criminology and Education. We are providing the reviewed and revised full ALCs as well as the summary matrices for those programs [[Criminology 4a](#), and [Education 4b](#)]. The program faculty have considered carefully the comments of the Off-Site Committee and found them valid. Thus, the ALCs, specifically actions taken in response to assessment, include concrete changes that are completed or currently underway.

The concerns of the Off-Site Committee have been specifically addressed above. However, these improvements and the way in which USFSP approaches educational program assessment must be viewed in the context of the original response to this Principle which follows below.

Original Compliance Certification Response to CS 3.3.1.1 Follows:

The Context for Assessment

Each academic degree program at USF St. Petersburg (USFSP) has developed its mission in the context of the overall Strategic Plan of the university, has established student learning outcomes (SLOs) and program objectives through the Academic Learning Compact (ALC), has defined criteria, created an assessment plan for those outcomes and objectives, conducted assessments, reviewed results, and made plans for changes and/or improvements.

For assessment information on General Education, please see the Narrative and Supporting Documentation for Comprehensive Standard 3.5.1

The institution has an academic program assessment plan that supports the USF System Strategic Plan (Goal 1) [\[5\]](#). This Goal encompasses Academic Excellence, Student Access, and Student Success.

The goal of academic program assessment at USFSP is the ongoing improvement of student learning. The USFSP Strategic Plan [\[6\]](#) specifically refers to assessment in Goal 1:

*Goal 1: Academics: support and enhance programs that prepare students to be knowledgeable, reflective and engaged citizen scholars in a global society.
Strategy 1: Produce sustained evidence of student learning outcomes and student achievement.*

The Office of Institutional Research and Effectiveness coordinates the overall institutional assessment efforts. However, the USFSP model places primary responsibility for academic assessment on the Colleges that deliver the academic degree programs and, through them, the faculty who develop the program student learning outcomes (SLOs). In addition, SLOs are identified for each course to align with these program SLOs.

The Assessment Process

The faculty in the Colleges (and, where appropriate, departments) “own” and thus have primary responsibility for academic assessment. Faculty determine the learning outcomes for their

programs and codify these in the Academic Learning Compacts (ALCs) [7]. Faculty review their degree program ALCs annually. They decide what assessment methodologies and criteria to use, review assessment results, and determine what actions (such as improving pedagogy, updating curriculum or specific courses, refinement of or changes in assessment methods) need to be taken in the future.

The assessment cycle typically begins in the spring of each year with a review of program ALCs by relevant faculty. At that time, program faculty decide collectively what actions should be taken in the coming academic year. These actions are implemented in the succeeding Fall and Spring terms (and, if appropriate, the immediately succeeding Summer term(s)), results collected and then reviewed again in the following Spring.

The Dean of each College is responsible and accountable for monitoring the effectiveness of his or her academic programs and for reviewing with program and/or department faculty the quality and completeness of the assessment plan, the implementation of actions for the succeeding year and assurance that assessment data are submitted to the Office of Institutional Research and Effectiveness for review by the university's Planning, Effectiveness, and Budgeting Committee (PEBC).

For 2009-2010, the PEBC undertook a comprehensive review of all ALCs for all degree programs. The Committee developed a rubric for evaluation of the ALCs and associated assessment data and also developed recommendations for improvements in assessment if warranted. Following its review, the results were discussed with the appropriate unit head (department chair/program head, dean). The unit heads acknowledged receipt of the PEBC review and recommendations. While program faculty did not have to accept the PEBC recommendations, the Dean of the relevant College was required to review the actions of the program faculty on the PEBC recommendations and concur with those actions. An example of a PEBC review is provided [8].

Assessment Methodologies and Sources of Assessment Data

Since the time of USFSP's initial accreditation in 2006, each academic program has worked diligently to find assessment methods and measures that truly reflect the best practices in their disciplines. The result is a diversity of approaches and methodologies that include, *inter alia*: embedded questions on examinations; common final examinations given to all students in multi-section courses; faculty reviews of student portfolios containing learning objects that the student selects as exemplars of their work. In addition, some Colleges are using nationally-normed examinations or other standardized testing to assess students' achievement of key program learning objectives. The following examples are illustrative of the diversity of assessment methods used by Colleges and departments at USFSP:

- Nationally-normed assessments such as the ETS Major Field Test used in the College of Business and the ACS General Chemistry final examination used in the Environmental Science and Policy which have been helpful in describing the strong performance of USFSP degree candidates as well as identifying areas of possible program improvement.
- State and national testing used in teacher education baccalaureate programs (and even at the graduate level in programs where licensure is offered). All USFSP teacher candidates must pass all sections of these examinations prior to entering their final internship (B.S.) or receiving their degree (M.A./M.Ed/M.A.T).
- Capstone courses that evaluate the integration of various skills and knowledge are used by a number of programs across the colleges. For example, Graphic Design seniors

must produce both a “process” project (how the student arrived at his/her design project choice) as well as producing the design project itself (all such projects are shown in a public exhibition at a local gallery);

- Portfolios of written works or projects that are reviewed by two or more faculty using an established grading rubric are used in English, and education B.S, M.A., M.Ed., MAT
- Masters programs require a thesis (Environmental Science and Policy) or, as an option, an applied research project of publishable quality (Master of Liberal Arts, Journalism and Media Studies). Environmental Science and Policy also requires a comprehensive examination.
- Oral presentations as well as applied research presentations are required in graduate programs and a majority of undergraduate programs (Undergraduate students present their research projects to the public during Research Month each spring – Spring 2010 marked over 100 such presentations. Graduate students present at the annual Graduate Student Expo and at the College of Education’s semi-annual “Gallery Walk”)
- All programs in the College of Business and the College of Education, as well as the Department of Journalism and Media Studies are reviewed by program accreditors and all currently enjoy full accreditation.

Table 1 provides a summary matrix of the multiple measures of assessment used by the various Undergraduate degree programs. Table 2 provides information on graduate programs.

Table 1: Undergraduate Academic Programs Use Multiple Measures of Assessment											
Undergraduate Program	External Review (including accreditation)	National test	Rubrics	State Test	Clinical Experience	Capstone Course or Internship	Papers/ Projects	Exams	Portfolios	Reflective Essays	Oral Presentations/ Posters
Accounting	X	X				X	X	X			X
Anthropology							X	X	X	X	X
Criminology			X			X	X		X	X	X
English			X				X		X	X	X
Economics						X	X	X			X
Environmental Science and Policy		X (Chem)				X	X	X			
Education	X	X	X	X	X	X	X	X	X	X	X
Finance	X	X				X	X	X			X
History						X	X	X		X	X
Interdisciplinary Social Sciences			X			X	X	X		X	X
Management	X	X				X	X	X			X
Management Information Systems	X	X				X	X	X			X
Marketing	X	X				X	X	X			X
Journalism and Mass Communications	X				X	X	X	X		X	X
Political Science			X			X	X	X	X	X	X
Psychology			X			X	X		X	X	X
Studio Art (Graphic Design)						X	X	X	X	X	X

Table 2: Graduate Academic Programs Use Multiple Measures of Assessment

Graduate Program	External Review	ETS Major Field Test	Thesis	Applied Research Project	Papers	Graduate Survey	Oral Presentation/ Poster
Education (MA/MAT/MEd)	X			X	X	X	X
Environmental Science and Policy			X		X	X	X
Journalism and Media Studies	X		X (option)	X (option)	X	X	X
MLA (Florida Studies/Liberal Studies)			X (option)	X (option)	X	X	X
Master of Business Administration	X	X			X	X	X

Rubrics

Many of the above assessment methods use rubrics as a “scoring tool” to establish the criteria and gradations of quality expected, as well as to ensure some reasonable level of agreement in assessment across multiple reviewers. Rubrics are also shared with students so that they become more thoughtful judges of their own and others' work.

Rubrics allow faculty to assess intended learning outcomes (competencies, objectives) to ensure that critical assignments and their corresponding grades fairly and accurately represent student performance toward a learning objective. Rubrics also assist in improving inter-rater reliability where several faculty may each be teaching separate sections of the same course. Common rubrics help to increase the consistency of the assessment.

Course Level Assessment

Faculty are required to identify student learning objectives in the syllabus for each course and to articulate the linkage of those objectives with program-level learning outcomes. Individual faculty members may identify course-level objectives for their course, or these might be identified by a group of faculty teaching the same course. Program faculty may also identify specific course-level objectives for key courses in the degree program. Similarly, the specific means and methods of assessment at the course level may be developed by the individual faculty member or through a group process at the program, department, or even the College level.

An example of a group process can be found in College Algebra (MGF 1105). All sections of this course share the same course requirements, learning outcomes, and assessment methods, including a common final. All faculty teaching this course use a common textbook that they have agreed on. Adjunct faculty who teach this course are required by contract to comply with any and all assessment methods that have been identified and agreed on. This element is critical to the assessment of those degree programs requiring this course (through the ALC process) as well as to General Education review. It is particularly significant since these faculty discussions of assessment and outcomes led directly to the proposal and subsequent selection of Quantitative Reasoning as the topic of the institution's first Quality Enhancement Plan.

In the broad area of General Education, there is a separate process that relies on the faculty who are associated with the seven broad categories of General Education. These faculty also meet annually to review not only the course-level assessment results but also the results of broader nationally-normed surveys and assessments (e.g., NSSE, MAPP). From these reviews, changes in courses or even larger changes may be recommended to the university's General Education Committee for review. The General Education review process is integrated with the ALC process through the PEBC. A fuller discussion of the General Education program and assessment process is found in the response to Comprehensive Standard 3.5.1.

Whatever method faculty use to assess courses, the expectation is that results are incorporated into future course offerings and over the course of time will help to shape and refine program level outcomes that identify broad knowledge, skills, attitudes, or behaviors that majors should be able to demonstrate upon completion of the degree program.

Program Level Assessment

The faculty are responsible and accountable for the learning outcomes of the degree programs with which they are associated. Program level assessment is informed by and, then, informs course-level assessment as well as informing and being informed by university-level assessment of the broader goals in the institution's strategic plan. Faculty meet annually to

discuss assessment results, make changes where warranted in response to these assessments and then judge the impact of those changes in subsequent assessment cycles.

Table 3 describes a number of the most significant changes and improvements that have been made in a variety of undergraduate and graduate degree programs as a result of assessment over the past two years.

Table 3: Significant Improvements Made As the Result of Program Assessment			
Degree Program/Program Learning Outcomes	Type of Assessment	Summary of Results	Significant Improvements Made
Anthropology (BA) ■ Students will master concepts central to the anthropological perspective.	Faculty review of best practices and benchmarking of peer programs; student essays; lab experience	Clear evidence that a hands-on field laboratory experience was best practice for strengthening student outcomes; 70-80% of students met benchmarks in 2009	Archaeology field methods course was modified to include a laboratory component with hands-on, inquiry-based elements.
English (Writing) (BA) ■ Students will identify a number of genres, be familiar with main theoretical paradigms, and skilled in the use of hardware and software, etc.	Faculty review of national standards of Writing Program Administrators Rubrics; portfolios; web presentations; final portfolio	Determined that student portfolio approach with reflection was best practice; 100% of graduates (4) who submitted final portfolios were judged to have met the review standards.	All courses in this degree program track now require students to create an electronic portfolio and seniors must create a final portfolio including essays and web presentations with best work submitted for review by faculty committee
Criminology (BA) ■ Students will demonstrate the ability to apply principles of empirical social research.	Faculty review of student work as well as student performance in advanced courses; Papers; rubrics; group assignments	Of 38 2009-2010 graduates, analyses revealed a significant percentage exhibited deficiencies in student quantitative skills needed for success in advanced coursework, particularly in the required research methods course	Faculty modified degree requirements to add statistics as a required course and as a pre-requisite for the research methods course.
Political Science (BA) ■ Students must demonstrate an understanding of American political institutions, cultures and	Program faculty self-study and subsequent external review of program by expert consultants; Student writing assignments;	External review recommended an increased emphasis on international topics and a sharper focusing of course offerings in the sub-	Faculty member hired to support more course offerings in the international area; program faculty consolidated course offerings to focus on

behavior.	fieldwork assignment	disciplines. Approximately 90% of 2009-10 majors (18) met performance standards.	sub-fields reflecting faculty strengths and provide students with more robust course offerings in these areas
Florida Studies (MLA) <ul style="list-style-type: none"> ■ Students will demonstrate a functional knowledge of events in Florida's social, cultural, political and environmental history. 	Program faculty self-study of program and external review by expert consultants. Oral examination; thesis; 4 required seminars	Recommendation of external review team to consider other than a thesis option to better address the needs of the students in the program. 100% of 2009 candidates (4) successfully completed both the oral examination and thesis requirement.	Faculty developed and implemented an applied research project option which constitutes a "research paper of publishable quality" as the capstone requirement. Thesis option maintained for those students who express a goal of moving on to a doctoral program.
Environmental Science and Policy (MS) <ul style="list-style-type: none"> ■ Students will demonstrate a knowledge and understanding of contemporary issues in environmental sciences, especially as they pertain to human interactions with natural ecosystems, and how scientists have documented and reported those interactions as well as proposed future research to better understand and manage those same anthropogenic changes. 	Review of best practices for similar programs at peer and aspirational institutions.	Review revealed that most other similar programs required a comprehensive examination as well as a thesis project. All four students who were candidates for the degree in 2009-10 successfully completed a thesis.	Faculty developed and implemented a comprehensive examination as a requirement beginning in Spring 2009. Results revealed program needed to review and strengthen course offerings in statistics (underway).
Education (BS, new in 2009)	Focus groups with teachers and	Determined that current degree	Complete redesign of the BS in Education

<ul style="list-style-type: none"> Students will demonstrate current knowledge of subject matter, theories of learning and human development 	<p>principals; surveys of school districts; benchmarking national standards for program design; NCATE accreditation (2010)</p>	<p>offerings in Education were too narrowly focused and were not able to prepare teachers to meet the pedagogical needs of every child. Designated as a "model" state program; ~85 graduates in 2009-10</p>	<p>(from the BA) now leading to certifications in elementary education and exceptional student education with state-approved endorsements in reading and ESOL. Old degree programs were suspended as of Fall 2009. New program was fully approved by the Florida Dept. of Education in 2009 and accredited by NCATE in 2010.</p>
<p>Elementary Education/ESOL (MA)</p> <ul style="list-style-type: none"> Students will demonstrate current knowledge of subject matter as defined by the State of Florida's subject matter competencies; the Sunshine State Standards and the Florida Educator Accomplished Practices (FEAP 8) in university course assignments, and in field-based applications in the schools, and in the unit assessment system, the Collaborative Digital Network (CDN). 	<p>Florida Department of Education external review (2008); NCATE accreditation (2010) Florida Teacher Certification Exam (passing score for all sections required prior to final internship)</p>	<p>Review team recommended that the program refine and clarify its admissions processes to increase consistency of admissions decisions to better assure student success.</p>	<p>College implemented a formal data system to review all admissions decisions for consistency. Resulted in fewer admission by exceptions in 2009-10.</p>
<p>Information Systems Management (BS)</p> <ul style="list-style-type: none"> Students will create 	<p>AACSB Accreditation; faculty review through the Curriculum Committee of student</p>	<p>Performance indicated a deficiency in student written communications skills</p>	<p>More writing assignments added in ISM major courses; grading rubric</p>

professional quality business documents	performance on writing assignments in courses		developed to guide student expectations and faculty assessment
Management (BS) <ul style="list-style-type: none"> ■ Students will deliver an effective oral presentation on a business topic 	AACSB Accreditation; faculty review (Curriculum Committee) of student performance in capstone major course	Performance indicated deficiency in student oral communications skills	More oral presentation assignments added in Management coursework; rubric developed to guide student expectations and inform faculty assessment

Outcomes Assessment in Distance Learning

USFSP currently has no academic program that is delivered wholly (or even in large part) online. USFSP offers a number of courses that are “technology enhanced,” that is, are delivered wholly or in part through the Internet. Outcomes assessment for these courses is done using the same process as for “traditional” (face-to-face) courses. Faculty members or groups of faculty (program/department/College) develop learning outcomes/objectives and assessment methods and means individually or collectively for all technology-enhanced courses. The syllabi must conform to the academic policy on syllabi as stated in the Faculty Handbook [\[9\]](#) “Hybrid” courses, that is, courses offered partly through the internet and partly face-to-face are also assessed in the same fashion as traditional courses. No matter what the method of delivery, the course must have explicit learning outcomes and an assessment plan to measure student performance. In addition, every course that contributes to a degree program (whether required or elective) has specific assessment information so that the course can be arrayed against the program outcomes.

Often the same course is taught in both a technology-enhanced and “traditional” format by the same faculty member. This allows direct comparison of pedagogical modalities in the context of student performance assessments. For example, in EDF 3604, the table below shows the comparison of student performance in class sections delivered via traditional means and online. The same instructor taught all sections and all sections had the same class meeting pattern (one time per week for three hours).

Comparison of Student Performance in A Course with Sections Taught in Different Modalities					
	Number (#) in course	# who met performance criteria on critical assignment (score of at least 70% on a paper)	% meeting performance criteria	# not meeting performance criteria on critical assignment (also includes students not turning in assignment)	% not meeting performance criteria
EDF3604.791 (online)	33	13	39	20	61
EDF3604.792 (online)	29	16	55	13	45
EDF3604.793 (online)	33	24	73	9	27
EDF3604.602 (traditional)	33	23	70	10	30

The first section (EDF 3604.791) clearly shows a lower standard of achievement of students on the critical assignment. Further analysis of this section showed that it was added as a scheduled course only during the “drop-add” period which meant that students started the class having missed one full class meeting period. Due to the results of this analysis, the university will no longer add sections of online courses meeting one time per week during the drop-add period.

Supporting Documentation:

1. [College of Arts and Sciences Academic Learning Compact \(ALC\) Summary](#)
2. [College of Business Academic Learning Compact \(ALC\) Summary](#)
3. [College of Education Academic Learning Compact \(ALC\) Summary](#)
- 4a. [Full Academic Learning Compact \(ALC\) for Criminology](#)
- 4b. [Full Academic Learning Compact \(ALC\) and Summary for all College of Education programs](#)
4. [USF System Strategic Plan, 2010-2015](#)
5. [USF St. Petersburg Strategic Plan, 2009-2013](#)
6. [Academic Learning Compacts \(ALCs\) for Degree Programs](#)
7. [Example of PEBC Review of Academic Learning Compact](#)
8. [Faculty Handbook](#)

3.3.1 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 each of the following areas: **(Institutional effectiveness)**

3.3.1.3 educational support services

Non-Compliance

Compliance Review Narrative

The University of South Florida - St. Petersburg, defines its educational support as the services provided by Student Affairs and Academic Affairs. It has defined a process that links goals of the strategic plan to the objectives of the units. The Planning, Evaluation and Budgeting Committee (PEBC) reviews reports for quality and works with the divisions to improve them as needed. Units identify outcomes, means of assessment, criteria for success, findings, and uses of the results. Although there is a clear process, several of the units provided as evidence did not complete the findings or uses of rests [sic]. In 2009-2010 Academic Affairs report, Campus Computing; Graduate Studies; Student Achievement; Academic Advising; Library; and Institutional Research, Planning and Effectiveness provide only partially outcomes and plans for assessment. University of South Florida - St. Petersburg has listed a number of improvements to educational support services made recently, but without documentation from the units it is unclear that they are based on assessment findings and analysis.

Institutional Response:

The Off-Site Committee had concerns related to the following units:

- Campus Computing
- Graduate Studies
- Student Achievement (Academic Success Center)
- Academic Advising
- Library
- Institutional Research, Planning and Effectiveness

The assessment findings and results of the 2009-10 assessment process are included in the Administrative Unit Reports (AURs) for each of these units, which operate under the guidance of the Vice Chancellor for Academic Affairs (AUR included in the exhibits below). All of these units used a variety of assessment methods including surveys of key constituencies, internal management analyses, empirical data analysis, and professional judgment. The institution has ensured that all unit reviews have been completed and that the reviews have appropriately emphasized the use of assessment findings to drive improvements in unit processes and/or operations. The 2009-10 AURs for all of the above units are included below.

[Campus Computing](#)
[Graduate Studies](#)
[Student Achievement \(Academic Success Center\)](#)
[Academic Advising](#)
[Library](#)
[Institutional Research, Planning and Effectiveness](#)

In summary, each has cited multiple instances of improvements made as a result of assessment. Key examples of improvements include:

- Campus Computing analyses revealed that the most significant institutional vulnerability was the lack of redundancy in the campus backbone network. In addition, student feedback to the USFSP Help Desk showed that increased wireless connectivity was a high priority for students. The unit was able to generate significant new revenues from outside clients to increase technology support at USFSP and specifically targeted funding for both a more redundant network backbone (new server added) and increased wireless coverage across campus buildings (now 100 percent coverage).
- The Office of Graduate Studies used admissions data, student interviews, and data from academic actions (dismissals, probations) to show that a specific orientation session for graduate students was needed as well as a specific recruitment event targeted at graduate students. As a result, in Fall of 2009, the first graduate orientation was held and in Spring 2010 the first Graduate Open House (recruitment event) was held. Evaluation of those events resulted in refined schedules and more time for prospective and enrolled students to interact with graduate program coordinators at the Fall 2010 Orientation.
- The Academic Success Center used student counts, hours of tutor time, and regular student feedback and evaluation to present a business case for additional tutors. The Division Office then provided additional funds for tutors and, as a result, not only did the number of students served by this unit rise, but 85 percent of the survey respondents reported that the unit's services helped them improve their test scores/class performance/grades. Moreover, the Center sought and won program certification from the College Reading and Learning Association (CRLA), a designation held by only two other state universities in Florida. This will enable tutors to receive certified training to increase their individual effectiveness, and, in the aggregate, increased unit effectiveness, in assisting students with academic difficulties.
- The Office of Academic Advising used student surveys (freshmen orientation as well as survey results from "clients" of the office) to ensure that incoming students were receiving both appropriate and useful information and advising services and that all freshmen were registered in a timely way. In addition, the unit conducted analyses of Academic Improvement Plans of students who were "at risk" of probation and/or dismissal as well as analysis of the records of students who were academically dismissed. The Office used these data to increase its outreach to "at risk" students to encourage and facilitate remediation plans that would assist such students to complete their degree requirements. These actions assisted the institution in its overall retention efforts.
- The Poynter Memorial Library conducted a wealth of analyses and surveys on a wide range of library activities and services. One of the most important was completion of an analysis using a nationally recognized tool (the Western Library Network Conspectus) to rate the collections supporting USFSP academic programs. The Library's goal was to achieve the highest rating or, if that was not possible, to increase the rating score by one level. This Conspectus analysis resulted in a number of collections improvements and the identification of key gaps in the collections that will be filled over the coming year.

- The Office of Institutional Research, Planning and Effectiveness had specific product deliverables over the past year including the USFSP Strategic Plan (update/revision 2009-2013), a new Workplan and Annual Report for the State University System Board of Governors (SUS/BOG) that required not only a completely new process for compilation of data but also required close coordination with USF System officials to ensure consistency of data presentation. All of this was done within a matter of weeks under very tight deadlines. For assessment, the university's annual Assessment Day activities (Spring 2010) were reviewed and significant changes will be undertaken for Spring 2011 to make the day's activities both more efficient and more productive for faculty participants. This Office also completed the university's initial IPEDS submission which resulted in availability of new datasets for department chairs, deans and senior institutional leadership.

This response has addressed the specific concerns of the Off-Site Committee, however the improvements noted above must be placed in the context of the overall assessment of educational support services as provided in the institution's original response to this Principle. This response appears below.

Original Response:

The University of South Florida St. Petersburg is a student-centered learning community. This commitment is supported by its Strategic Plan Goal 2 – Student Engagement which seeks to “enhance learning and achievement and promote retention through active engagement in curricular and co-curricular programs” (Strategic Plan p. 24) [\[1\]](#). The two administrative offices most responsible for this goal are Student Affairs and Academic Affairs.

Measures used to evaluate performance on this goal include Faculty Evaluations, the Vice Chancellor/Supervisor Evaluation of administrative unit heads, and survey results. The Administrative Unit Reviews (AURs) are available for review [\[2\]](#). Units that support Goal 2 within the Division of Student Affairs are Student Achievement and Success, Student Life and Engagement, Student Services and Enrollment Services.

Additionally, the Division of Academic Affairs units that support this goal are: Records and Registration (Regional Registrar), Academic Advising, Academic Success Center (tutoring and academic support), Campus Computing, and Graduate Studies. All units have been conducting various types of assessments with the goal of continuous improvement. Data sources for assessment are varied and include surveys of key constituencies, internal management analyses (e.g., goals vs. needs vs. resources), and empirical data analysis (e.g., computer usage, graduate applications/admissions/enrollment). However in all cases, the unit leaders have discussed the data and have developed and implemented improvements in response to assessment. The following is a listing of significant improvements made because of assessment results and findings.

Division of Student Affairs

- The Office of Student Achievement and Success discovered that incoming freshmen at USFSP consistently reported higher alcohol use during their senior year of high school than do students in the national sample of college freshmen (CIRP). This pattern of alcohol use persists as shown in the 2008 ACHA-NCHA II study that showed that USFSP students reported a 4% higher use of alcohol and a 14% higher incidence of

drinking and driving than the national sample. In response to this data, the department implemented the Alcohol Edu for incoming freshmen. The Alcohol Edu program is a leading online alcohol education and prevention program that has been shown to decrease the frequency of heavy drinking, reduce alcohol-related consequences, and lower positive expectations of drinking for students who complete the program. Last year freshmen were highly encouraged to complete the program, although they were not required to do so. Approximately 50% of incoming freshmen completed the program.

- The Office of Student Achievement and Success discovered students at USFSP reported a higher incidence of a number of health problems than the national sample of college students on the USFSP ACHA-NCHA II Report. Specifically, they reported higher incidence of bronchitis, back pain, migraine headaches, high blood pressure and STDs. They also reported a higher frequency of negative academic impacts due to alcohol use, anxiety, depression, chronic health problems, pregnancy, and relationship difficulties. Additionally, the percent of USFSP students who have no health insurance is 23% compared to the national average of 6%. These indicators influenced the Office to purchase and distribute Student Health 101 educational magazine. Student Health 101 is a monthly online health and wellness magazine. The university's subscription gives free access to all enrolled students and their parents. Information about health and wellness resources and student services at USFSP is incorporated into the publication. In addition, since the time of the submission of the Compliance Certification, USFSP has engaged in conversations with other USF System institutions about strategies to provide health insurance at reasonable cost to all USF System students.
- The Office of Student Life and Engagement surveys indicated that students desired that a Student Center and Health Center be built on campus. Surveys are available in the office of Student Life and Engagement (e.g., the Brailsford & Dunlavy Report (2004) – Feasibility Analysis for a Student Center). Funding to construct a new student center and to remodel the current Campus Activities Center has been secured. This involved Student Government approving a fee increase for all students and working with the Florida State Legislature, the Florida Board of Governors, and the USF Board of Trustees to approve the project. Final approval was granted on December 4, 2010 and construction will begin early in 2011.
- The Office of Student Life and Engagement reviewed the 2008 USFSP ACHA-NCHA II Report which indicated that only 35% of USFSP students met the recommendations for daily exercise for adults from the American College of Sports Medicine and the American Heart Association (2007) as compared to 45% of their peers. The former Fitness Center was determined not to have enough cardio or free weight equipment to support a comprehensive exercise program. The use numbers collected from Quick-Chek indicated that very few students utilized the racquetball court. It was determined that this space could be remodeled to provide space for additional equipment. Therefore, funding was secured from the Capital Improvement Trust Fund (CITF) for this purpose.
- Within the Office of Student Life and Engagement, the USFSP Sailing Team and the Learn to Sail class continue to be the flagship programs for the Waterfront. Resources have been allocated to support the renovation of the docks and the purchase of a new fleet of sailboats. Satisfaction survey results remain close to 5 out of 5 points for this program. Review of incident reports led to facility renovations including docks for the competitive sailing team, as well as the recreational and educational programs. A new

kayak and canoe ramp was installed in order to improve safety. Funding was secured from the Capital Improvement Trust Fund (CITF) for this purpose.

- In the spring of 2008 the Office of Student Life and Engagement had USF St. Petersburg students complete the University Learning Outcomes Assessment (UniLOA). USF St. Petersburg students were comparable to or below the national norms on a number of citizenship or leadership/membership goals. In addition, data from the National Survey of Student Engagement (NSSE), and the Cooperative Institutional Research Program (CIRP) were reviewed. In response to this data, the Department of Student Life & Engagement took a leadership role in developing several initiatives, including the Lead Learn & Serve Program. This program supports student development in the following ways. It increases service learning participation rates by providing more opportunities and support for service learning; improves student leadership skills by integrating leadership development goals into the curriculum for freshmen in the learning community; improves writing competencies by engaging students in complex writing tasks within a real world laboratory - a social service agency responding to actual community needs; increases student attitudes and behaviors that support civic engagement by integrating co-curricular and curricular programs under the theme of leadership for civic engagement. This program works in collaboration with the Bishop Center for Ethical Leadership, the Center for Civic Engagement and the Department of Languages, Literature, and Writing. Additional programs added included the LEAD (Leadership, Education and Development) program, an expanded leadership speaker series, a corporate leadership retreat and several one-day and weekend student leadership retreats.
- In the spring of 2009, USFSP received a Learn and Serve America Higher Education grant from the Corporation for National and Community Service to support the Lead-Learn-Serve (LLS) program which started at USFSP in 2008. The \$395,000 grant is one of 36 Learn and Serve America grants awarded to organizations throughout the country to engage students in service-learning projects that promote community service while enhancing student academic and civic skills. The program goals at USFSP are multifold: to develop student commitment to civic engagement; to foster leadership through curricular and co-curricular activities that assist local non-profit agencies meet the challenges of the current economic downturn; to assist community agencies address needs for leadership development and sustainability; and to support and facilitate community/university dialogue on issues that affect constituents. Program elements include the Citizen Scholar Service Project; Student-run philanthropy boards to evaluate and award grants of up to \$5,000 to assist non-profit organizations meet critical community needs; Lead-Learn-Serve Learning Community (50 freshmen in the LLS community who receive scholarships, work with the non-profit sector and take linked leadership and English courses focused on civic writing and engagement); Course Development for up to 30 faculty members who receive funding to incorporate civic engagement and service-learning into their courses; and Community Dialogue Projects where USFSP will hold Community Leadership Symposiums for students and non-profit agencies and other public programming to strengthen university/community collaboration. By engaging students with regional non-profits through the Citizen Scholar Service Project, curricular activities and public events, program organizers expect to see an increase in student volunteerism. This grant adds to ongoing civic engagement at USF St. Petersburg. By pairing courses with corporate community partners for immersive learning, professors involve students in the world outside the classroom. During the last five academic years, nearly 750 courses have engaged USFSP students

with community businesses, agencies and schools in focused academic service. This translates to more than 12,000 students dedicating service to the community.

- In the Fall of 2006 there were approximately 16 student organizations registered on campus. In January 2008 the Student Organizations & CCT Database was implemented. All student organizations were required to use this system in Fall 2008. Currently there are 84 organizations included in the system. The 2008 CIRP indicated that students are coming to USFSP expecting to have the opportunity to get involved on campus and have an impact on their community. Student organizations play a key role in campuses to enable this to happen. Resources were provided and staff time was reallocated to focus on developing and supporting student organizations. The Assistant Director of Leadership Programs was created after restructuring in the office. This position description includes a significant portion of time be allocated to supporting student organizations.
- In the fall of 2006, USFSP constructed a student housing facility to accommodate 351 students. This was the first housing project by the institution. In both 06-07 and 07-08, the project operated at a deficit because of the lack of sufficient occupancy. Beginning in the fall of 2007 the university hired a professional housing director and a new Vice Chancellor of Student Affairs with significant housing experience. The goal was to achieve full occupancy by the fall of 2008. Several initiatives were implemented including a marketing/publications campaign through admissions, a live-in policy for new freshmen residing outside of a thirty mile radius of campus, significant investments into annual programming and activities, the establishment of a residence hall association for student governance, and the annual implementation of the ACUHO-I/EBI Resident Assessment. The Resident Assessment is based on ACUHO-I/CAS professional standards. This assessment provides insight into resident perceptions and demonstrates to residents that their perceptions are important. In the fall of 2008, the residence hall was at full capacity. The following fall, contracts received exceeded available space by over 100 contracts. Since the fall of 2008, the housing auxiliary account has exceeded budgeted revenues and operated at a profit. Because of this success, the university has now secured approval for construction of a second residence hall to meet demand and further strengthen the institution's enrollment of freshmen and other undergraduates. Tracking of the success of university housing is through annual student contract counts and annual financial statements.
- In 2008, Enrollment Services, following national best practices for orientation of freshmen, launched a two-day FTIC New Student Orientation with a mandatory overnight stay in residential housing. This extended program enabled substantially more time with academic services including Academic Advising as well as increased social engagement activities for incoming freshmen to form connections with their fellow students and the institution. The result was a baseline of FTIC attrition following New Student Orientation at 1.5%. Other results include full occupancy of the residence hall, decreased attrition from FTIC following Orientation attendance from the previous year's 11%, increased satisfaction on Orientation satisfaction surveys and FTIC enrollment increased.
- Beginning in 2008, the department of Enrollment Services initiated a reorganization to separate the institution's academic registration and advising functions for continuing students from the pre-student admissions functions. This reorganization added recruiters

to the enrollment team and focused admissions evaluators on work with incoming students as well as a closer alignment with institutional marketing. This structural change enabled the Enrollment Services department to focus solely on its mission to increase the recruitment of new students. Based on data from the USF Info Center, these changes resulted in substantial growth of more than a 20% increase in new 2009 FTIC in summer and fall (402 to 506). Broken down by term, results were an increase in summer freshmen of 56% (57 to 89) and an increase in fall freshmen of 20.9% (345 to 417).

Division of Academic Affairs

- The Division Office analyzed the organizational structure of registration, student records, admissions (previously combined in one office), and financial aid. As a result, the combined office was divided into Registration and Records (Regional Registrar) and Admissions and Outreach. The Regional Registrar's office was elevated to report directly to the Regional Vice Chancellor for Academic Affairs and the Admissions and Outreach and Financial Aide offices were administratively transferred to the Division of Student Affairs. In addition, a staff member from the Academic Affairs Division Office was reassigned to the Registrar to integrate academic space scheduling with course registration. In this way, the Registrar was able to provide key management information directly to Deans and provide a greater level of service to students and faculty (e.g., reduced time to diploma printing by 33%, course schedules now available for two years in advance to enable more efficient enrollment and faculty workload planning).
- In 2009, the Division Office reorganized its own structure following multiple rounds of state-mandated budget reductions coupled with the departure of the Associate Vice Chancellor for Research and Graduate Studies. These functions were assumed by the Vice Chancellor who now serves as the Chief Academic and Research Officer and the Dean of Graduate Studies. In addition, based on a staff workload analysis, the Division Office re-allocated some duties among staff and reallocated a position from within the division to provide more effective liaison with Colleges and individual faculty on key activities such as tenure and promotion, sabbatical applications, and annual evaluation.
- The Regional Registrar's Office worked to improve the timeliness of the diploma printing process (specifically to reduce the printing time per diploma by analyzing the time and effort required and acquiring new software) and, in response to student demand, also added the major program of study on the printed diploma.
- Campus Computing used electronic monitoring of electricity usage, hardware failures, and virus/spyware/malware "infections" to identify where technologies needed strengthening. The Office also utilized surveys conducted by the Help Desk to assess the satisfaction with the levels of connectivity and to guide technology investments. As a result, the institution now has a redundant network backbone to minimize or eliminate downtime in the event of equipment failure; has significantly increased wireless coverage on campus to 100% in all buildings, and has provided students with access to key software suites (e.g., MS Office) from a main server (rather than asking students to purchase these applications for their own computers). In addition, usage data from general purpose computer laboratories indicated that no new seats were needed. This trend will be carefully watched over the next year.

- The Office of Graduate Studies benchmarked its service activities for graduate students (number of inquiries and timeliness of response, communications plan, etc), recruitment activities, and also analyzed data on graduate student applications, and performance (e.g., number of students on probation, number of students admitted by exception, etc.). The Office determined a need for a Graduate Student Orientation prior to the fall semester which was then implemented in fall 2009; in addition, a graduate student-specific “open house” which was implemented in Spring 2010 and the Office strengthened and streamlined its processes for notifying students who are in academic difficulty.
- The Nelson Poynter Memorial Library undertook a comprehensive assessment of all services to faculty and students through the use of focus groups, written/electronic surveys (both in the library and in courses utilizing library research projects), and, in the Library and Internet Research Skills course, a pre- and post-test methodology. As a result the Library made a number of improvements, including extending service hours during final exam periods; creating or modifying physical spaces in the Library to enhance technology use (including greatly expanding wireless access); providing additional training for librarians in specialized areas; and expanding the Library and Internet Research Skills course to greater numbers of entering students.
- The Academic Success Center regularly surveyed students using its services; benchmarked national best practices; and analyzed (through direct observation) the effectiveness of its tutors. As a result, the Center increased structured training for tutors and subsequently sought and received national certification from the College Reading and Learning Association (CRLA). Of note is that USFSP is one of only three institutions within the State University System of Florida to receive this accreditation. Following this accreditation and improved tutor training, there was a 10 percent increase in the number of students using the Center.
- The faculty and leadership of the College of Arts and Sciences, following a review of best practices for organizational models, recommended to the senior institutional leadership that the College reorganize into departments to provide faculty with more direct responsibility and accountability for curriculum and degree programs and to create more opportunities for structured collaboration among faculty for sponsored research. In addition, the College hired a fiscal and business analyst to provide the Dean and chairs with necessary budget information and to more effectively support sponsored research activities of the faculty.

3.3.1 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 each of the following areas (**Institutional Effectiveness**):

3.3.1.5 community/public service within its educational mission, if appropriate

Non-Compliance

Compliance Review Narrative

The University of South Florida – St. Petersburg has three primary organizations it identifies as providing community service. The Center for Civic Engagement; the Wally and Louise Bishop Center for Ethical Leadership; and the Lead Learn Serve Grant. Each has identified goals and a process for assessment of effectiveness is described. The process primarily uses administrative data on enrollment and attendance at workshops to gauge effectiveness and the National Survey for Student Engagement (NSSE). Although the process is explained and preliminary data presented, insufficient documentation on implementation is presented.

Institutional Response:

The University of South Florida St. Petersburg identifies expected outcomes for its community service activities, assesses the extent to which it achieves those outcomes, and provides evidence that improvements are made based on that analysis.

The University of South Florida St. Petersburg is recognized by the Carnegie Foundation as a Community Engaged Institution, one of only 311 in the United States. This is a distinction of which we are proud and it serves as a testament to the value the institution places on community and civic activities as a core aspect of the student learning experience.

Community engagement is consistent and is embedded in our mission statement:

The University of South Florida St. Petersburg offers distinctive graduate and undergraduate programs in the arts and sciences, business, and education within a close-knit, student-centered learning community that welcomes individuals from the region, state, nation and world. We conduct wide-ranging, collaborative research to meet society's needs and engage in service projects and partnerships to enhance the university and community's social, economic and intellectual life. As an integral and complementary part of a multi-institutional system, USF St. Petersburg retains a separate identity and mission while contributing to and benefiting from the associations, cooperation, and shared resources of a premier national research university.

While several initiatives are underway at any given time that focus on student, faculty and staff opportunities to collaborate with the community, three programs in particular relate most specifically to the educational mission of the institution. These include:

- I. Leadership Studies – 18 credit hour minor supported by the Wally and Louise Bishop Center for Ethical Leadership
- II. Center for Civic Engagement Citizen Scholar Course Program
- III. Lead-Learn-Serve Community Grant

Each of these programs has articulated community/public service learning outcomes (see Tables 1, 3, and 4 below), a systematic process for assessing the achievement of these outcomes, and process of continuous improvement based on the results. What follows is a description and documentation of the implementation of this process.

I. Leadership Studies

USF St. Petersburg offers an increasingly popular 18 credit minor in Leadership Studies, a program that was developed and is currently supported by the Wally and Louise Bishop Center for Ethical Leadership at USFSP. All leadership courses map to program specific learning objectives identified in the minor [1]. Additionally, embedded within each course are additional course-specific learning objectives. Assessment of community engagement takes place principally during the leadership capstone course, Community Leadership Practicum (LDR 3263) [2]. This is a field-work course designed to place students directly in positions in the community under the mentorship of mentors/leaders of non-profit agencies. Formal assessment takes place at the conclusion of each semester. Assessment is comprised of multiple tools and measures - including a structured eleven item community mentor evaluation [3], a student self-evaluation across the same eleven dimensions of learning [4], a reflection paper that addresses the course learning objectives and outcomes, and a student journal. Also at the end of the semester, each student and their respective agency mentor meet to reflect and discuss the community learning experience, and to share and comment on evaluation summaries.

Table 1 presents a matrix of student learning outcomes and assessment results for LDR 3263. This table is followed by a tabular summary (Table 2) of end-of semester self-evaluation scores for fall, 2009 and spring, 2010. Included in the supplemental material are community mentor evaluations for the same semesters. Mentors rated students on the same eleven item evaluation scale and they were also asked to respond to two qualitative questions: 1) What leadership strengths did the student demonstrate, and 2) What could be strengthened to improve and increase leadership contributions in the future?

Table 1.
Student Learning Outcomes Matrix
Spring 2010
Leadership Practicum LDR 3236

	OUTCOMES	ASSESSMENT	RESULTS	CHANGES	IMPACT
I.	Apply and test leadership knowledge, skills, and abilities and be able to modify practices to increase leadership effectiveness.	Mentor and Student Self-Evaluation Joint Mentor-Student Evaluation Meeting	Late start in placements limited experiences for evaluation. Students averaged 9.05 on 10 point scale that assessed skills. Students identified specific strengths and weaknesses.	[Organizational change] The Bishop Center was moved from being under the direction of the College of Education to the College of Arts & Sciences to leverage and coordinate with the Center for Civic Engagement Students must attend the Civic Engagement Fair and identify three (3) contacts for placements. Student aligned with personal interest.	Placements began earlier allowing more time to plan and complete projects as well as opportunities for observation and testing of knowledge, skills, and abilities. Evaluations are more in depth and useful.
II.	Explore moral obligations of citizenship and be able to articulate a personal ethic of community service	Results from Reflection Paper/Journal	All students were able to articulate moral obligations of citizenship and a personal ethic of community service	No changes made on this cycle	Students developed a personal ethic of community service
III.	Recognize that community development depends on countless acts of leadership, large and small, and be able to formulate a plan for personal contributions to community building.	Results from Reflection Paper/Journal	All students clarified the role that community service and engagement will have in their lives.	No changes made in this cycle	Students developed a "take away" (their plan) to inform and guide their actions

	OUTCOMES	ASSESSMENT	RESULTS	CHANGES	IMPACT
IV.	Write your own student learning outcome	<p>Students submit self-identified learning expectations at the start of the semester in the form of a learning contract.</p> <p>Students discuss and reflect on their self-identified expectation in their final paper/Journal</p>	<p>All students met this objective. However, learning expectation contracts varied greatly in 2009 both in depth and sophistication.</p>	<p>Professor now spends more time during first two weeks exploring and drafting student learning expectations</p>	<p>Student expectations are more clear and detailed.</p>

Table 2. Bishop Center Student Evaluation Summaries - LDR 3263

Term	Student Name*	Attended scheduled meetings and appointments	Completed Tasks	Demonstrated interpersonal skills	Practiced good communication skills	Offered suggestions	Listened to and acted on suggestions	Managed conflict and change	Met deadlines necessary for successful completion of the project	Quality of work reflected her/his best ability	Accepted reasonable responsibility for project	Completed the project successfully	Student Average	Mentor Evaluation Received
Fall '09	X	10	10	9	8	N/A	10	10	10	8	10	10	9.50	Yes
	X	10	10	8	9	7	9	10	10	9	10	6	8.91	
	X	10	8	6	7	8	8	7	N/A	8	8	N/A	7.78	Yes
	X													Did Not Complete
	X	10	7	8	6	7	9	7	5	5	10	5	7.18	
	X	9	9	9	8	8	9	9	N/A	9	9	N/A	8.78	Yes
	X	9	10	9	6	10	9	10	10	9	9	9	9.09	Yes
	X													Did Not Complete
	Avg. F09	9.67	9.00	8.17	7.33	8.00	9.00	8.83	8.75	8.00	9.33	7.50	8.51	
Spring '10	X	9	9	8	7.5	8	9	8	7	7	8	9	8.14	
	X	10	10	9	10	10	10	9	9	10	10	10	9.73	Yes
	X	10	9	10	10	9	9	8	8	10	9	9	9.18	Yes
	X													
	X													
	X	10	10	10	10	9.5	9.5	10	10	10	9.5	10	9.86	Yes
	Avg. Sp. 10	9.75	9.50	9.25	9.38	9.13	9.38	8.75	8.50	9.25	9.13	9.50	9.23	
													8.87	CHECK
TOTAL AVERAGES F09 AND S10		9.71	9.25	8.71	8.35	8.56	9.19	8.79	8.63	8.63	9.23	8.50	8.87	OVERALL AVERAGE OF ALL SCORES BY ALL STUDENTS

Assessment results from students and community mentors in 2009 determined that while most students were generally meeting the learning objectives and outcomes, late starts in identifying and placing students into agencies was of central concern and tended to limit students' overall learning experiences. One important change made in 2010 in response to this finding included requiring LDR 3263 students to attend the USFSP Civic Engagement Fair, a community-wide agency forum held on the USFSP campus during the first week of classes. Students are required to meet with agency representatives and identify at least three agencies s/he believes would be of greatest relevance to his/her interest. This change led to the desired result – much earlier placements for students and an opportunity to participate more fully in semester-long learning activities. A second change was more organizational, i.e., moving the Bishop Center and the minor in Leadership Studies to the College of Arts and Sciences. This has proved to be particularly beneficial as it has created far greater coordination and synergies between the activities of the Bishop Center, the Center for Civic Engagement, and the Lead, Learn Serve grant.

Finally, at the program level, assessment of students' first experience in fall 2009 with Student Philanthropy Boards (SPB) as part of the Lead Learn Serve grant (see Lead Learn Serve program below) revealed that students had more difficulty than expected with conflict resolution and some withdrawal from participation during the process that led to the choice of a non-profit sector to target for the grant. In response, a new course (LDR 3930, Resolving Conflict and Building Consensus) was created and offered in the fall 2010. Students learned non-adversarial methods of conflict resolution and consensus building. They applied this learning to create and test a three hour workshop to help future student philanthropy boards (SPB) narrow and select the non-profit target for the grants. An instruction manual has been written; this student designed process will be used by at least five SPBs in spring 2011.

II. Center for Civic Engagement

The Center for Civic Engagement (CCE) was launched during the fall 2006 semester, and its mission is to make USF St. Petersburg distinctive in its commitment to civic and community engagement through the development of the “Citizen Scholar” program. A primary objective of the “Citizen Scholar” is to combine academic instruction with implementation of these concepts into the local community. Community is broadly defined to include business, educational, and social service agencies as well as the local laboratories faculty use to further their research agendas. We envision that these types of experiential and service learning opportunities will become a feature in every academic program at USFSP. The Center also offers a faculty development workshop series (15 workshops) for civic engagement, a civic-engagement course development grant program, a library of resources related to civic engagement, a student outreach program including the creation of the CCE Student Advisory Board, as well as awards and scholarships to recognize student civic leadership. Our community partners participate in the annual USFSP “Civic Engagement Fair” that brings community partners to campus to facilitate service learning placements.

The Center for Civic Engagement is a critical connector between the courses students take and service project needs in the community. Central to the Citizen Scholar Program is the role of service learning, where students provide meaningful contributions to the local and regional community as a part of a class project. For a full list of current agencies participating with the CCE see “Community Partner Directory” [\[5\]](#). Today, USF St. Petersburg has a total of 230 Citizen Scholar course offerings. Examples of the scope of these course offerings within Colleges and across the University can be found in the online Citizen Scholar catalog [\[6\]](#).

Every academic program in the College of Arts and Sciences and College of Education, and all but two in the College of Business offer courses with a civic engagement component. During the last 7 academic years, 937 sections of these 230 courses have been offered (an average of 134 citizen scholar courses taught each year). 18,623 students were enrolled and worked 646,337 hours in the community related to their citizen scholar courses. Descriptive data for a seven-year period of offering Citizen Scholar Courses between 2003-2010 indicates that 1,003 course sections have been offered, 18,623 students participated in community service/civic engagement learning activities, for a total of 611,948 hours of service.

As a regular part of our assessment efforts, the CCE assesses student learning in relation to the citizen scholar experience. Each semester the Director of the Center for Civic Engagement administers a questionnaire [\[7\]](#) to students taking Citizen Scholar courses. Participating faculty are requested to administer the CCE questionnaire at the same time/period as their students complete the required faculty evaluation. In spring, 2010 for example, a total of 377 student questionnaires across 26 courses (both undergraduate and graduate) were returned and evaluated [\[8\]](#). An overwhelming majority (83%) of the students noted that the civic engagement and service activities enhanced their understanding of course content. About 70% of the students intended to continue their service activities following the conclusion of these courses and indicated that they felt more comfortable interacting in the community as a result of their course experiences. In response to an open-ended question about what they had learned, most common responses included “people skills,” “better communication skills,” “teambuilding,” “leadership skills,” “research skills,” and “data collection.” Another common response was that the civic engagement activities “forced me to step out of my ‘comfort zone’” and that they had become more open-minded, culturally aware, and more open to diversity. The CCE Director shares the student survey data with faculty who teach the Citizen Scholar courses so that they may use that feedback to make adjustments to their courses. Based on instructor feedback, the forms are now available in paper or electronic format. Here are some of the quantitative and qualitative highlights of the spring, 2010 student questionnaire.

Quantitative Highlights:

- 96% claimed that their service activities enhanced understanding of course content.
- 95% felt that they were able to make a meaningful contribution to the community through the service learning experience.
- 64% were able to learn more by doing service to the community rather than spending time in the traditional classroom setting.
- 76% were more comfortable participating in the community than others.
- 72% plan to continue serving with the community program in the future.
- 93% would recommend a course with the civic engagement component to a future student.

Qualitative Highlights:

- “Developing a true relationship with clients” –Interdisciplinary Social Sciences
- “It was a very eye opening experience. No one can really explain in a text book how a classroom is going to be. We have to experience it first hand.” –Education
- “By using the text and by the teaching of [Instructor], I was able to create organized, responsible, and meaningful contributions to my community.” –Education
- “Understanding real life applications for starting your own company. How industry and environment can affect so much.” –Business Management
- “Being able to call and talk to them was really enlightening because they were really passionate about their good cause. Makes me want to be a part of it.” –Marketing

Table 3.

Center for Civic Engagement Program Assessment Matrix

	OUTCOMES	ASSESSMENT	RESULTS	CHANGES	IMPACT OF CHANGES
I	Students will participate in civic engagement activities through designated citizen scholar courses	Assess syllabi from COB, COE, CAS to determine if classes have civic engagement component; record number of classes with CE	2003-2010 Identified 1003 course sections; Create Citizen Scholar Course Inventory	Ask faculty to self-identify CE/CS courses projects Survey students about CE/CS courses	377 students surveyed from 26 CCE courses; implement survey of students on annual basis; at instructors' request in fall 2010 created a electronic version of the student surveys
II	Connect students, faculty, and community partners	Survey community partner participants in Center for Civic Engagement Fair	Fall 2010 ~ 24 community partner participants Spring 2010 ~30 community partner participants and 173 student participants Spring 2009 ~20 community partner participants and 108 student participants Fall 2008 ~ 25 community partner participants and 233 student participants	Streamline assessment data; Improve fair-student follow-up data	Create electronic version of community partner list. Invite student-identified community partners to participate in CCE Fair.
III	Create a community of faculty engaged in civic engagement	number of faculty participants number of faculty publishing on service-learning, civic engagement,	The Center for Civic Engagement surveys faculty who received CCE Faculty Course Development Grants. Grant recipients also participate in a roundtable discussion (as a part of CCE's workshop series), "Insights into the Civically Engaged Classroom" to share their reflections and lessons learned with colleagues. Selected course materials, as well as PowerPoint presentations and handouts from the workshops that are held every spring semester, can be found	Continue to support faculty with faculty development grants, workshops, student philanthropy board	Faculty are publishing articles and book chapters (5 in AY 2009-2010) and presenting at conferences on CE (5 in AY 2009-2010) across the disciplines.

	OUTCOMES	ASSESSMENT	RESULTS	CHANGES	IMPACT OF CHANGES
		and/or scholarship of teaching and learning	<p>at http://www.stpt.usf.edu/community/faculty.htm</p> <p>Faculty were changed by these experiences: "I will continue requiring this assignment because civic engagement activities bring course materials to life." "It is fun and rewarding to see students learn so much in so little time." "It is rewarding to know that students will be more competitive in industry." "It is rewarding to see students come up with great projects that will make a difference." "This grant was instrumental in several respects. First, it enabled us to bridge two courses within the Dept. of Journalism and Media Studies (feature writing and advanced reporting) by fostering a common focus for assignments: civic engagement. It enabled the Neighborhood News Bureau to purchase much-needed resources. . . not only did the students become more aware of civic engagement as a "beat" for reporting, but also in many cases the stories they discovered inspired them."</p>	development grants	<p>Faculty participate in workshops and roundtable discussions about civic engagement.</p> <p>Faculty compete for civic engagement course development grants.</p>
IV	Expand Civic Engagement Across the Curriculum	Course counts from syllabi; instructor self-identification of CE/CS component	<p>During the last 7 years 937 citizen scholar courses 18,623 students CE courses and worked an estimated 646,337 hours with community partners in service activity that was faculty-supervised and related to the learning outcomes of the courses</p>	Continue current offering, and expand offerings by partnering with Lead Learn Serve to house Student Philanthropy	<p>Fall 2010: 2 Student Philanthropy Boards awarded \$10,000 to local non-profit organizations</p> <p>Spring 2011: 2-6 Student Philanthropy Boards will run in courses ranging from psychology to</p>

	OUTCOMES	ASSESSMENT	RESULTS	CHANGES	IMPACT OF CHANGES
				Boards; encourage faculty to participate with faculty course development grants	journalism to environmental science and policy
V	Positively impact the local community	<p># of student hours in service</p> <p>SPBs awards of \$5000 to local non-profits</p> <p>Reports from SPB awardees</p>	<p>The Center for Civic Engagement collects data on the number of citizen scholar courses taught each semester, identifies the faculty teaching those courses and the number of students enrolled in those courses, and tabulates the number of hours students serve in the community that is linked to those courses. The economic impact of that number of community service hours is calculated.</p> <p>During the 2009-10 academic year, 4,226 students worked an estimated 57,173 hours (not including Summer 2010), an estimated \$1,192,057 benefit to the community. These are student hours served in conjunction with their citizen scholar courses (that are faculty supervised and tied to student learning outcomes), and this figure does not include community service hours worked outside of the curricular requirements. (We are using the value of volunteer time of \$20.85/hour for 2009 provided by http://www.independentsector.org/volunteer_time)</p>	<p>Streamline reflection materials in assessment data to better locate community impact data.</p> <p>Improve CCE fair-student follow-up data.</p>	<p>Increase number of CCE fair invitees from list of student-located organizations</p> <p>Fall 2010: 2 Student Philanthropy Boards awarded \$10,000</p>

III. Lead-Learn-Serve Community Grant

The Lead-Learn-Serve program, funded by a grant from the Corporation for National and Community Service (Learn and Serve America – Higher Education), incorporates the following components: The Citizen Scholar Service Project, which involves students in philanthropy through student-led Student Philanthropy Boards (SPB) organized in service-learning courses; a freshman learning community to encourage civic engagement and leadership development; and community dialogue initiatives including community leadership symposia to encourage dialogue among students, faculty and members of the Tampa Bay non-profit community in order to support learning, problem solving, collaborative planning and sustainability in difficult economic times.

The primary goals of the Lead, Learn, Serve program are to: 1) enroll a minimum of 50 freshmen in the LLS Learning Community each academic year and to increase the level of community service among these freshman compared to their level of participation during their last year of high school; 2) develop courses with Student Philanthropy Boards and award 10 grants of \$5,000 in the first year; and 3) provide opportunities for dialogue among students, faculty, and members of the non-profit community and to acquire new knowledge, skills and leadership strategies.

The faculty and staff that comprise the Lead Learn Serve advisory group have established a robust, multi-tiered assessment system for monitoring and evaluating student success and community involvement in the LLS program. At the core of the evaluation activities are five key programmatic outcomes that relate to: 1) enrollment in the program, 2) student involvement in service activities, 3) working Student Philanthropy Boards and distribution of funds through these boards, 4) critical thinking and leadership, and 5) satisfaction and usefulness of LLS by community members. Table 4 provides the 2009-2010 overview in matrix format of each of these five outcomes, accompanied by target measures, results, use of results, and impact of change. This is followed by Tables 5 and 6 that more fully elaborate on the data that were captured to assess Outcomes #4 and #5.

Table 4.

Lead-Learn-Serve Program Assessment Matrix

	OUTCOMES	ASSESSMENT	RESULTS	CHANGES	IMPACT
I.	Enroll 50 students in the freshman LLS learning community in Fall 2009 with linked courses emphasizing writing, leadership development and service learning.	Enrollment totals	46 students were enrolled in Fall 2009 courses (42 completed)	In order to provide freshmen with better opportunities to understand Tampa Bay community needs and learn to work in teams for SPBs, the program faculty decided to lengthen the SPB process for freshmen from one semester to two.	A majority of students are progressing through the two semester sequence. Of the 42 completers in fall, 2009, 36 continued into spring 2010 LLS course
II.	80% of LLS students will show an increase in level of participation in community service learning during their first college year compared to their last year of high school	Student survey	83% of LLS students showed an increased level of community service learning in their first college year over their last year of high school. The average number of community service hours increased from 54 in high school to 101 during the freshman year	The student service learning assignment in the first semester course was increased from 10 hours to 15 hours in order to give students greater opportunities to learn about community needs.	Students witnessed a 50 % increase in direct community involvement over the prior semester
III.	To develop Student Philanthropy Boards in a variety of classes and award ten \$5,000 grants to non-profits	Faculty application Student survey	Ten philanthropy boards were established in the following courses: Anthropology, Journalism, Environmental Science and Policy, Technical	Students' experience with teams and conflict in first iteration SPB in Technical Writing and other courses suggest need for additional instruction in collaboration	A conflict resolution model was successfully developed and piloted in LDR 3263 and has

			Writing, English Composition, and Leadership Fundamentals	and conflict resolution. Additionally, some students expressed confusion about the SPB process. These concerns were addressed by 1) developing a special topics course in Leadership Studies to explore models of strategies to build group consensus and resolve conflict. The course was offered in Fall 2010 and the resources developed in this class will be shared with SPBs in Spring 2011 2) Students in an Advanced Technical Writing class developed an SPB Handbook that will be distributed to future SPB participants.	been adapted into LLS program in all SPB classes.
IV.	Students in Student Philanthropy Boards will increase their critical thinking, communication and leadership skills	End of semester student survey	Students evaluated how much they learned through participating in SPBs on a 1-5 scale from 1 (no change) to 5 (increased significantly). Average gains for students in all SPB classes ranged from 2.1 to 4 (please refer to Table 4 below for more specific data)	Continue to evaluate student evaluation of learning gains in SPB classes	Students gained much fuller understanding of philanthropy and were able to apply key skills

V.	80% of community members who participate in on-campus dialogues and leadership symposia will report that they acquired new knowledge, skills and leadership strategies.	Participant exit evaluations	Community participants reported moderate to high gains acquiring new knowledge (87%), new skills (85%), leadership strategies (80%), new networking opportunities (80%) and information that will increase agency capacity to meet client/participants needs (95%) (Please refer to Table 5 below for more specific data)	The LLS program is now sponsoring monthly “Coffee and Conversation” opportunities for student and community partners on topics of interest to the non-profit community including use of social media, and volunteer development	Program Coordinators recognized the value of participant evaluations and will continue to capture information during community dialogue sessions
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Table 5.

Summary Results from Student Evaluations Surveys in Six SPB Courses

QUESTION Evaluate the degree to which participating in the Student Philanthropy Board process increased your learning and/or skills in the following areas:	ANT 4495	JOU 4188	PUP 4203	MMC 4420	ENC 6421	LDR 2010	Avg. for Upper Division Courses	Avg. for LLS Freshmen	Avg. all Classes
Communication Skills	2.5	2.4	2.6	1.8	2.3	3.6	2.3	3.6	2.7
Critical Thinking	3	3	2.7	3	2.6	3.6	2.8	3.6	3.1
Understanding Community Needs	3.8	4	3.9	3.7	3.6	4	3.8	4	3.8
Ability to apply concepts of your academic discipline to the local community	3.5	2.8	3.1	3.2	3	3	3.1	3	3.1
Understanding/Appreciation of Diversity	2.8	3.8	2.5	2.7	2.3	3.2	2.7	3.2	2.8
Ability to effectively lead a group	2	2.8	2.4	1.8	1.8	3.3	2.1	3.3	2.5
Ability to effectively participate in a group	2.7	3	2.7	2.8	2.6	3.5	2.7	3.5	3
Likelihood of future participation/engagement with community issues and organizations	3.3	3.6	3.5	3.6	3.1	2.9	3.4	2.9	3.3

Finally, during the fall of 2009 and spring of 2010 the Lead Learn Serve program hosted two on-campus leadership development workshops, moderated by Dr. Margaret Wheatley, and

attended by community partners, students and LLS faculty and staff. Our community partners (n = 76) were given an exit survey to determine the impact and importance of these sessions. The questions and responses to this five-item structured instrument are found in Table 5. Participants responded on a 5 point scale from 1 (Not at all) to 5 (A great deal). Fifty-four percent of the participants responded to the survey. Eighty to ninety-five percent of respondents rated the items at level 3 (Moderately) or higher.

Table 6.

Exit Survey Results from Community Partners to On-Campus Forum

QUESTIONS: To what degree did the program provide opportunities for you to acquire:	1 Not at All	2 Slightly	3 Moderately	4 Quite a Bit	5 A Great Deal	% GTE 3	# Resp/ (Mean Rating)
	# Response s / (%)	# Response s / (%)	# Responses / (%)	# Respons es / (%)	# Respon ses / (%)		
New knowledge to support your work/goals	1 (2%)	4 (10%)	10 (24%)	15 (36%)	11 (27%)	87%	41 / (3.8)
New skills to support your work/goals	3 (7%)	3 (7%)	12 (29%)	16 (39%)	7 (17%)	85%	41/ (3.5)
New leadership strategies to support your work/goals	2 (5%)	6 (17%)	12 (32%)	12 (32%)	6 (16%)	80%	38 / (3.4)
New networking opportunities and/or partnerships to support your work/goals	3 (7%)	5 (13%)	10 (26%)	14 (36%)	7 (18%)	80%	39 / (3.4)
Information that will increase agency capacity to meet client/participants needs	1 (3%)	1 (3%)	9 (25%)	10 (28%)	15 (42%)	95%	36 / (4.0)

Supporting Documentation:

1. [Leadership SLO Matrix](#)
2. [Leadership Practicum Course LDR 3263 Syllabus](#)
3. [Community Mentor Evaluation of Student Performance \(LDR 3263\)](#)
4. [Student self-evaluation and reflection \(LDR 3263\)](#)
5. [Community Partner Directory \(2010\)](#)
6. [Citizen Scholar Catalog of Courses](#)
7. [Citizen Scholar Student Questionnaire \(Spring 2010\)](#)
8. [Citizen Scholar Questionnaire dataset \(Spring 2010\)](#)

3.4.7 The institution ensures the quality of educational programs and courses offered through consortia relationships or contractual agreements, ensures ongoing compliance with the comprehensive requirements, and evaluates the consortia relationship and/or agreement against the purpose of the institution. **(Consortia relationships/contractual agreements)**

Non-Compliance

Compliance Review Narrative

The University of South Florida - St. Petersburg indicates that the only consortia relationship for students to enroll at different college or university exists between Florida community colleges and the University. This articulation agreement has existed since the early 1970s. It is part of Floridian State law mandating an academic passport between the community colleges and the four-year state institutions. No evidence of how the institution or the larger system reviews, evaluates, and ensures compliance with the articulation agreement.

Institutional Response:

The University of South Florida St. Petersburg participates in the statewide Articulation Agreement [\[1\]](#), in effect since April 13, 1971 and later enacted by the Florida Legislature as Florida law, that governs effective and orderly transfer of Florida community college/state college students into the state universities. The statute requires that that all Florida public universities must accept students with an earned Associate in Arts degree if it was earned at an accredited Florida public community college, state college or other postsecondary institution.

The Florida Statute cited above leaves little room for flexibility in accepting credits from public institutions in the State University System or State College System in fulfillment of degree requirements. The State Course Numbering System (SCNS) has a rigorous process for review of courses offered at public institutions. Colleges and universities must submit thorough course descriptions to obtain a course number. The State assigns pedagogically equivalent courses a common course number. [\[2\]](#) (The prefix and last three digits of the course number will be the same as the course number provided at other state institutions.) This SCNS review process ensures that courses with the same number (e.g., College Algebra (MAC X105)) are articulated throughout the state institutions and recognized as having equivalent content, including learning outcomes. MAC X105 is offered at 56 different colleges and state universities in Florida. [\[3\]](#)

Private institutions in the state may choose to subscribe to the SCNS.

To assure that the Articulation Agreement is implemented and evaluated appropriately, USFSP's course management system and student degree audits are programmed to automatically provide students with credit for State Common Course numbers. Additionally, USFSP **requires** that **all** new transfer students (whether or not they possess an Associate of Arts degree and regardless of whether they previously attended a public or private postsecondary institution) meet with an Academic Advisor prior to initial registration to review their transcripts and evaluate all courses to be transferred. Thus, USFSP reviews the implementation of the statewide Articulation Agreement with each individual transfer student at the point of entry into USFSP.

In addition to the administrative measures cited above, the university also assesses the academic preparation and performance of transfer students during initial orientation using the ETS Proficiency Profile (ETS/PP, formerly known as the Measures of Academic Proficiency and Progress, MAPP). USFSP compares the performance of a statistically valid sample of incoming transfer students to performance of students at comparable institutions (using the ETS norm-referenced reports). An analysis of the data from Fall 2009 reveals that upper-division transfer students scored slightly lower in reading, writing, and natural sciences, but scored at the same level as comparable upper-division students (nationally-normed scores) in critical thinking, mathematics, humanities and social sciences. In addition, when USFSP native freshmen were compared to upper-division transfer students both groups achieved approximately the same subscale scores in all areas. Moreover, when USFSP native freshmen and USFSP seniors (many of whom were upper-division transfer students) were compared, the average scores for both groups exceeded the performance of comparable groups (nationally-normed scores). This gives us confidence that the coursework that has been accepted as part of the Articulation Agreement has adequately prepared students for academic work at USFSP. The entire report on the ETS Proficiency Profile assessment can be found here [\[4\]](#).

Supporting Documentation

1. [Statewide articulation agreement: 1007.23 Florida Statutes](#)
2. [Sample of the State detail course description for MAC X105](#)
3. [Statewide Course Numbering System institutions which offer MAC X105](#)
4. [ETS Proficiency Profile Report](#)

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. In the case of undergraduate degree programs offered through joint, cooperative, or consortia arrangements, the student earns 25 percent of the credits required for the degree through instruction offered by the participating institutions. **(Institutional credits for a degree)**

Non-Compliance

Compliance Review Narrative

The University of South Florida - St. Petersburg was unable to fully ascertain that all students who receive degrees have earned at least 25 percent of the credit hours required for the degree in courses offered by the institution. The University of South Florida - St. Petersburg indicated that in the past several years its degree audit system did not have the capability to assess compliance with the stated residency requirements. The degree audit software (Banner) could not distinguish where students have taken courses within the University of South Florida System, but could only assess the compliance with "residency" for the System as a whole. This resulted in a number of University of South Florida - St. Petersburg students (approximately 6 percent of total graduates) not meeting the residency requirement for University of South Florida - St. Petersburg. While this problem had been known for some time, until recently, there was no satisfactory resolution.

However, recently, working with BANNER programming staff, University of South Florida - St. Petersburg has discovered a way to ensure compliance with this standard for students admitted in 2008 and 2009. Also, in summer 2009, the institution adopted a new degree audit system, Degree-Works, that would enable residency to be determined for all students at University of South Florida - St. Petersburg, effective fall 2010. Because this initiative is recent, there is insufficient information available.

Institutional Response:

Since the Compliance Certification was submitted, USFSP has continued to implement the software solution to ensure compliance. While Degree Works (the BANNER module that certifies graduation requirements) has not yet been implemented, we continue to use the "work around" that was developed this past Spring to track USFSP compliance with this standard. In order to increase student awareness about this standard and to alert students about the increased scrutiny, the following steps were implemented since July 2010:

- Email "blasts" were sent in August of 2010 to all students with 90 credit hours or more to alert them to the residency requirement.
- This email "blast" was repeated and expanded to include students with 60 credit hours or more in early November 2010 (as Spring 2011 registration was underway) and will be repeated again in early January during the "drop/add" period .

- Announcements were also posted on the television screens that continuously display in the student services area of Bayboro Hall.
- The USFSP Office of Academic Advising has been personally contacting all prospective Fall 2010 and Spring 2011 graduates to reinforce the need for compliance with this accreditation standard and to assist students in developing their Spring 2011 class schedules to achieve this goal. In addition, the Office of Academic Advising is calculating by hand the residency status of prospective graduates as an additional check on compliance with this standard.
- The data show that students in one degree program seem to be more prone to non-compliance with this standard. Both the Dean and Department Chair in the College in which that program resides have taken additional steps to inform students and faculty in this program about the need for careful attention to residency and both will personally monitor student compliance over the next year.

It must be noted that the non-compliance cited by the Committee is a residual effect of the separate accreditation of USFSP in 2006. Prior to that time, residency was calculated only at the USF system level (all four member units were one academic entity). Thus, if courses taken within the USF System (any of the member units) are counted, **all** USFSP students would be in compliance with this standard. Further, many of the students who appear in the numbers below started their work at USFSP prior to 2006. That said, in the 2008-09 academic year, 38 of 647 USFSP graduates (6 percent) did not meet the 25 percent compliance standard. In 2009-10, 26 of 706 USFSP graduates (4 percent) did not meet this standard, reflecting the early progress on the software “work around”. The estimated number for Fall 2010 is 5 of 274 USFSP graduates (less than 2 percent).

Percent USFSP Hours	Number of Graduates AY 2008-09	Number of Graduates AY 2009-10	Estimated Number of Graduates Fall 2010
20—24 percent	N/A	N/A	1
15—19 percent	N/A	N/A	3
10—14 percent	N/A	N/A	1
Total Graduates Not Meeting Standard	38	26	5
Total Graduates	647	706	269

For Spring 2011, USFSP is requiring compliance with this standard before degrees will be certified and awarded.

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)**

Non-Compliance

Compliance Review Narrative

Overall, the institution appears to have a well-qualified faculty. However, analysis of the submitted documentation identified a number of faculty teaching courses in disciplines outside their academic preparation. See attached worksheet at the end of this report (Note; we have included the worksheet below for convenience).

Name of Faculty Member	Department and Courses Taught	Not Acceptable	Insufficient Documentation
Cleveland, Loretha	Department of Journalism and Media Studies JOU 6107	x	
Sherif, Sadek	ISDS CGS 2100 Computers in Business	x	
Cluff, Todd	College of Education EDG 4909 Art, Music, and Health	x	
Day, Sally	College of Education LAE 4936, 4940 English education	x	
Harris, Pakethia	College of Education EDG 4909.794 Literacy/Literature/Social Studies for All	x	
Sampson, Michael	College of Education EDG 6935 Seminar in Curriculum Research	x	
Williams, R.	College of Education EDG 4909.692 Science for All Students	x	

Institutional Response:

We appreciate the thorough review of faculty credentials by the Off-Site Review Committee. Table 1 below provides our actions taken with regard to the faculty members cited above. Table 2 below identifies other faculty members who are currently teaching the named courses and were on the institution's Fall 2010 Faculty Roster included with the Compliance Certification. The credentials of those faculty members appear on a Faculty Roster form are again included as documentation for this report.

Table 1: Actions Taken

Name of Faculty Member	Department and Courses Taught	Current Status/Action Taken	Faculty Member Currently Assigned to Named Course
Cleveland, Loretha	Department of Journalism and Media Studies JOU 6107	Clerical Error. Named Faculty member was not actually assigned to that course	Dardenne, Dr. Robert (course not offered again until Fall 2011)
Sherif, Sadek	ISDS CGS 2100 Computers in Business	No longer teaching for the institution	Ciampa, Brian
Cluff, Todd	College of Education EDG 4909 Art, Music, and Health	No longer teaching for the institution	Massmann, Vicki; Smith, Richard
Day, Sally	College of Education LAE 4936, 4940 English Education	No longer teaching for the institution. Program requiring this courses has been suspended. Course is no longer offered.	Course is no longer offered.
Harris, Pakethia	College of Education EDG 4909.794 Literacy/Literature/Social Studies for All	No longer teaching for the institution	Evans, Guda Gayle (social studies); Weber, Stephanie (literacy)
Sampson, Michael	College of Education EDG 6935 Seminar in Curriculum Research	No longer teaching for the institution	Butler, Malcolm
Williams, R.	College of Education EDG 4909.692 Science for All Students	No longer teaching for the institution	Butler, Malcolm

Table 2: Faculty Assignments

Name	Course	Credentials	Additional Qualifications
Robert Dardenne (F)	JOU 6107 News Coverage Public Life (G)	Ph.D. , Mass Communications, University of Iowa, 1990	
Brian Ciampa	CGS 2100 Computers in Business (U)	M.S. , Management Information Systems, University of South Florida B.A. , Management Information Systems, University of South Florida	Certification in Project Management (Project Management Institute); Over 5 years working experience in the area of Information Systems.
Malcolm Butler (F)	EDG 6935 Seminar in Curriculum Research (G) [Course description; Critical evaluation of current research and curriculum literature, design and analysis of individual research topics leading to satisfaction of research requirements] and SCE 4313 Science for All Students (U)	Ph.D. , University of Florida, Curriculum and Instruction; M.Ed., University of Florida, Science Education: Physics Education 6-12 (29 graduate credits in science or science education)	3 years teaching experience in middle and high school science, Alachua County, and 15 publications in science education including Lawrence, M.N., & Butler, M.B. (accepted). Becoming aware of the challenges of helping students learn: An examination of the nature of learning during a service-learning experience. <i>Teacher Education Quarterly</i> , Seung, E., Bryan, L., & Butler, M.B. (2009). Improving preservice middle grades science teachers' understanding of the nature of science using three instructional approaches. <i>Journal of Science Teacher Education</i> , 20, 157-177.

<p>Guda Gayle-Evans (F)</p>	<p>EDG 4909 Literacy/Literature/Social Studies for All Students (U) (responsible for teaching social studies and literature portion)</p>	<p>Ph.D., Indiana State University, Elementary Education, Early Childhood Education; M.A., Rutgers University, Elementary/Early Childhood Education (21 graduate credits in multicultural, historical, and social science education).</p>	<p>3 years teaching experience K-12 in Jamaica, and 5 publications in Multicultural Education and professional presentations in social studies including Gayle-Evans, G. (2004) An Annotated Bibliography of Multicultural Literature with Related Activities for Children Three to Ten Years. Lewiston, New York: The Edwin Millen Press.</p>
<p>Stephanie Weber (F)</p>	<p>LAE 4414 Literature in Childhood Education (U) and EDG 4909 Literacy/Literature/Social Studies for All Students (U) (responsible for teaching Reading assessment and literacy portion)</p>	<p>M.A., University of South Florida, Elementary Education/Early Childhood Education (24 credits in Reading or Language Arts Education)</p>	<p>5 years early childhood teaching experience in Pinellas County schools; Florida certifications in Elementary Education (grades 1-6), Primary Education (grades k-3), and General Science (grades 5-9)</p>
<p>Vicki Massmann (P)</p>	<p>EDG 4909 Art, Music, Health, and Movement (Physical Education) (U)</p>	<p>M.A.T., University of South Florida St. Petersburg, Exceptional Student Education</p>	<p>11 years experience as choral director In Hillsborough County School District; National Board for Professional Teaching Standards certification in Early Adolescent through Young Adult in Music; Florida Teacher Certification in Music (K-12)</p>
<p>Richard Smith (P)</p>	<p>EDG 4909 Art, Music, Health, and Movement (Physical Education) (U)</p>	<p>M.Ed., University of South Florida St. Petersburg, Educational Leadership; BS, State University of New York, College at Brockport, Physical Education</p>	<p>13 years Physical Education teaching experience in Pinellas County Schools and Boise, Idaho; 3 years experience as a Crisis Prevention Institute Trainer for Pinellas County Schools, Florida Teacher Certification In Physical Education K-12.</p>

3.10.4 The institution exercises appropriate control over all its financial resources.
(Control of finances)

Non-Compliance

Compliance Review Narrative

The University of South Florida - St. Petersburg has not shown that it has exercised appropriate control over all its financial resources. The institution has not had an external review completed since 2005 and has only had a relative few number of internal audits completed. Additionally, evidence such as an internal control policy or self assessments relating to control over their financial resources (e.g., ratio analysis, peer institutional comparisons) was not provided.

Institutional Response:

The University of South Florida St. Petersburg (USFSP) exercises appropriate control over all its financial resources. In 2001, the Florida Legislature established that USFSP shall "be operated and maintained as a separate organizational and budget entity of the University of South Florida and that all legislative appropriations" [for the campus] will "be set forth as separate line items in the General Appropriations Act." [\[1\]](#) Florida Statute 1004.33 created a Campus Board for USFSP that has the authority to approve and submit an annual operating plan and budget for review and consultation by the USF System Board of Trustees. The Operating Procedures of the Campus Board [\[2\]](#) require that the campus operating budget must reflect the line-item appropriations contained in each annual Florida General Appropriations Act.

The USF Board of Trustees was created in 2001 and is responsible for cost-effective policy decisions appropriate to the system mission and the implementation and maintenance of high quality education programs within the laws and rules of the State. The members of each Campus Board are appointed by the USF Board of Trustees.

The 13 trustees include distinguished figures in the law, commerce, medicine, education, philanthropy and public policy leadership. Six trustees are appointed by Florida's governor and five trustees are appointed by the Board of Governors. The Faculty Senate President and Student Body President also serve as trustees. The University of South Florida System President who also serves as the President of the University of South Florida is the Corporate Secretary.

The USFSP Strategic Plan [\[3\]](#) describes the schedule of annual budget and planning activities for the institution, and includes comparisons of expenditures to available budgeted funds. The operating and strategic budgeting process for USFSP is designed to incorporate the following major elements:

- Identification of priorities. This step embodies and enables the institution's strategic direction. Identification of priorities includes not only new programs, activities, and services, but also identifies low-priority items that may be reduced or eliminated.
- Alignment of priorities with resources. This is the process of determining the mix of priorities that can be supported with the resources available.
- Opportunity for broad-based input and review. Budget development is an administrative role, but it is also informed by the values and opinions of the entire institutional community, including faculty, students, staff, and the public.

- Preparation of detail. The budget is necessarily a detailed and complex plan, the preparation of which requires a significant amount of time.
- Formal approval. As a public institution, USFSP's Campus Board approves its legislative budget request, capital improvement plan and operating budget as well as proposed tuition and fee increases. The USF Board of Trustees approves tuition and fee rates.

USFSP adheres to financial requirements of Title XLVIII; K-20 Education Code of the Florida Statutes and to regulations established by the Florida State University System Board of Governors as well as the regulations, policies and procedures of the University of South Florida System [4].

USFSP uses ratio analysis and benchmarking to ensure that funds are expended strategically and in accordance with peer institutions. The average composite financial index (CFI) score for the most recent five years for USFSP is 3.65, which exceeds the 3.0 threshold for financial health and suggests that the institution is positioned financially to move forward toward transforming the institution as outlined in the Strategic Plan.

Table 1 pictures the USFSP financial indicator scores for each of the last five years as well as the scores averaged over the previous 5-year period.

Table 1: USF St. Petersburg CFI Indicator Averages and Optimal Indicator Scores

Indicator	Fiscal Year Ended					5-Year Avg
	2006	2007	2008	2009	2010	
Primary Reserve Ratio	0.40	0.38	0.43	0.49	0.58	0.46
Net Operating Revenues Ratio	0.80%	-2.26%	0.22%	4.59%	3.81%	1.43%
Return on Net Asset Ratio	6.34%	5.90%	23.71%	5.53%	4.76%	9.25%
Viability Ratio	0.56	0.60	0.64	0.73	0.95	0.70
CFI Score	2.28	1.78	4.07	3.12	3.34	3.65

Based on methodology first published in 1982 by Peat, Marwick, Mitchell & Co., and now in its 7th edition [5], the indicators include:

- **Primary Reserve Ratio:** “The primary reserve ratio measures the financial strength of the institution by comparing expendable net assets to total expenses. This ratio provides a snapshot of financial strength and flexibility by indicating how long the institution could function using its expendable reserves without relying on additional net assets generated by operations.” [5] The trend over time in the primary reserve ratio should increase to reflect increasing net assets associated with revenue growth. A five year score of .40 or greater is considered healthy; the USFSP score in this area is .46. The primary reserve score for USFSP suggests that USFSP has sufficient reserves to carry the operation for approximately five and a half months, which permits the institution to rely on internal cash flow for short-term needs and to continue operating and maintaining facilities at an acceptable level.
- **Net Operating Revenues Ratio:** The net operating revenues ratio “...is a primary indicator, explaining how the surplus from operating activities affects the behavior of the other three core ratios” [5]. It measures whether or not the institution is living within its resources. The

optimal score for this indicator is 2.0% to 4.0%. The USFSP average net operating revenues ratio is 1.43% for the five year period average. Note that while the USFSP score is less than optimal, it has been influenced by the economic downturn and by revenue (tuition) losses in 2006 and 2007. For FY 09 and FY 10, this score has improved and reflects both enrollment and tuition increases.

- **Return on Net Asset Ratio:** The return on net asset ratio "...determines whether the institution is financially better off than in previous years by measuring total economic return." [5]. It reflects asset performance and management. Rates of return have been reduced associated with the economic downturn, although USF System investment strategies have proven to be sound. Note the significant rate of return in 2008 (23.71%) is reflective of additional capital allocations for the construction of the new Science and Technology Academic Facility as well as market performance and the withdrawal by USF System from the state investment pool. Investment strategies and return information can be found at [\[6\]](#).
- **Viability Ratio:** "The viability ratio measures one of the most basic determinants of clear financial health – the availability of expendable net assets to cover debt should the institution need to settle its obligations as of the balance sheet date." [5] It provides information on the strategic use of debt resources to advance the institutional mission. Generally a score of 1.0 means that the institution has sufficient expendable net assets to satisfy debt obligations at the balance sheet date. The USFSP viability score is increasing over time (to .95 in FY 2010). The current 5-year average score of .70 does not necessarily suggest that USFSP is not positioned to accept debt. This calculation does not incorporate the strength of borrowing found in the USF System. To date, any USFSP borrowing has been backed by the resources and assets of the USF System, USF Finance Corporation, and/or USF Foundation. As well, local borrowing is based on a debt service ratio of 1.3 or better. On December 2, 2010, Moody's Investor Service assigned an A1 rating to the bonds to be sold for the Multipurpose Student Center to be constructed at USFSP beginning in spring 2011. Moody's noted that "The A1 rating with a stable outlook on the Series 2010 COPs, which is rated two notches below the University's Aa2 issuer rating, assumes a moral obligation between the University and the Financing Corporation, a direct support organization of the University, but reflects a more narrow revenue pledge of the System Revenues and incorporates the various risks associated with the Financing Corporation as the obligor." [\[7\]](#)

The following tables and charts provide a graphical representation of the financial strengths of USF St. Petersburg, along with the numerical indicators. Tables 2 and 3 convert the ratios comprising the CFI for USFSP in Table 1 to strength factors by assigning a relative value to each ratio in order to convert them to a common scale [5].

Table 2: USF St. Petersburg Strength Factors: Five Year Average

	5-Yr Avg. Ratio	Relevant Value	USF St. Petersburg Strength Factor
Primary Reserve	0.4582	0.133	3.45
Net Operating Revenues	0.0143	0.007	2.05
Viability	0.6968	0.417	1.67
Return on Net Assets	0.0925	0.020	4.62

Chart 1 gives a graphical presentation of the five year average CFI for USFSP as shown in Table 2. Note that USFSP has increased reserves in anticipation of additional budget cuts and future economic restrictions.

**Chart 1: USF St. Petersburg CFI Indicator Scores Graphical Profile
5-Year Average 2006 – 2010**

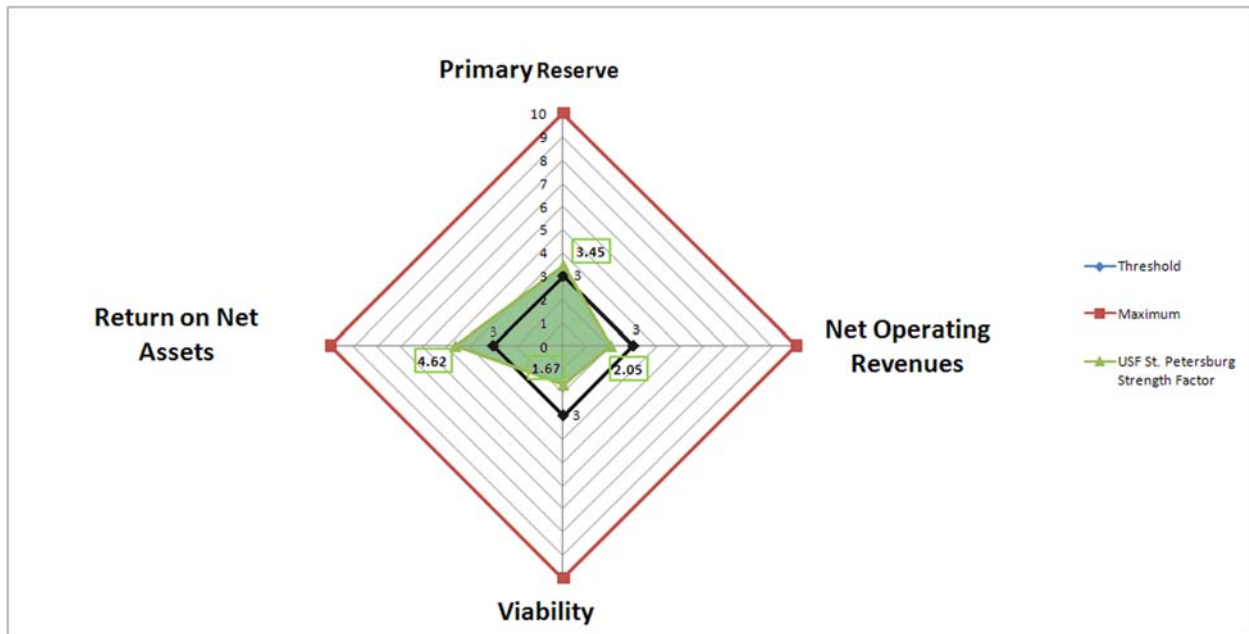


Table 3: USF St. Petersburg Strength Factors: FY 2010

	Ratio	Relevant Value	USF St. Petersburg Strength Factor
Primary Reserve	0.5809	0.133	4.37
Net Operating Revenues	0.0381	0.007	5.44
Viability	0.9479	0.417	2.27
Return on Net Assets	0.0476	0.020	2.38

Chart 2: USF St. Petersburg CFI Indicator Scores Graphical Profile FY 2010

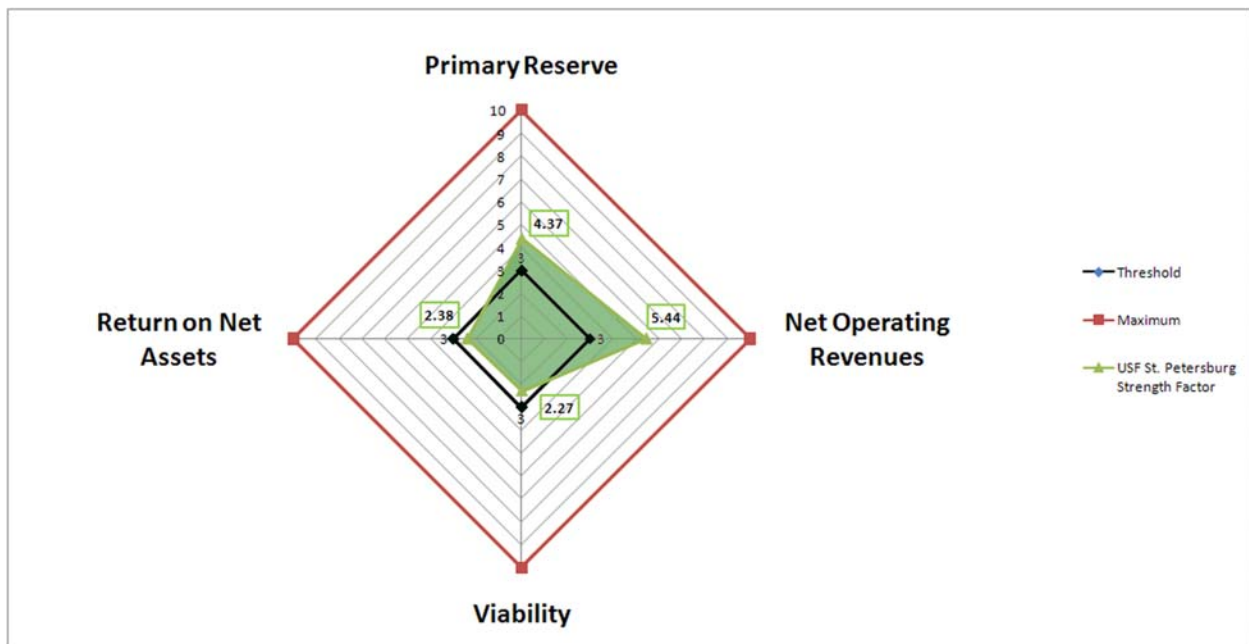


Chart 2 shows that despite the less than optimal operating revenues over the five year period as noted in Chart 1, both net operating revenues and the primary reserve have increased in FY 2010, suggesting increasing strength to weather future economic effects while moving the institution forward toward strategic initiatives.

In addition to reviewing the institutional position on the consolidated financial index, USFSP conducts reviews of peer institutions and Florida public universities using financial and other data from the Integrated Postsecondary Data Education System (IPEDS) [\[8\]](#). For FY 2009 (the most recent year of data available in IPEDS), USFSP is well positioned compared to our group of benchmark peers and the Florida public universities as shown in Charts 3-10.

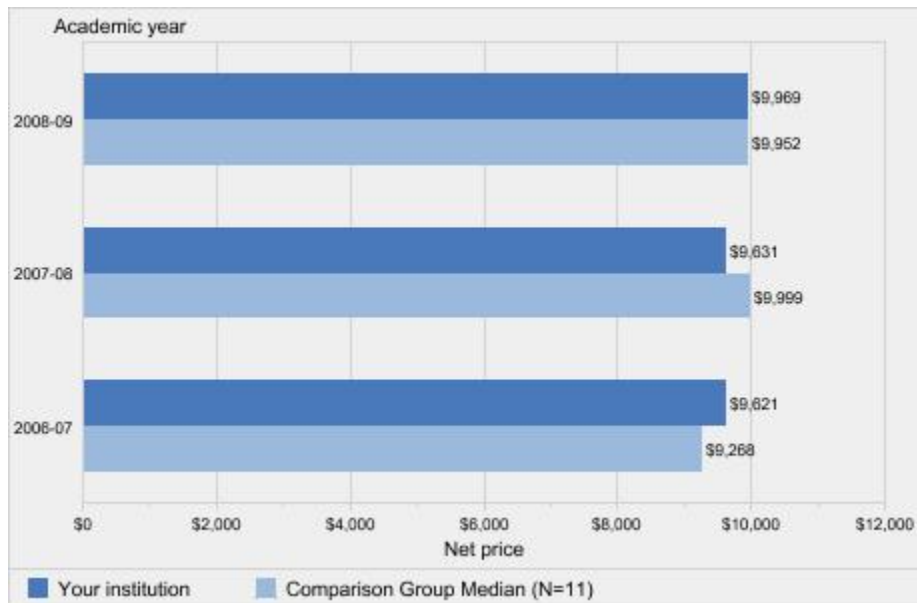
Table 3: USFSP Benchmark Institutions

Alabama State University
Albany State University
Bismarck State College
Christopher Newport University
Colorado State University Pueblo
Coppin State University
Lewis-Clark State College
Montana State University Billings
Southern Polytechnic State University
University of Arkansas Pine Bluff
Worcester State College

Table 4: State of Florida Public 4-Year Institutions

Florida Agricultural and Mechanical University
Florida Atlantic University
Florida Gulf Coast University
Florida International University
Florida State University
New College of Florida
University of Central Florida
University of Florida
University of North Florida
University of South Florida
University of West Florida

Chart 3: Average net price of attendance for full-time, first-time, degree/certificate-seeking undergraduate students receiving grant or scholarship aid: FY 2007—FY 2009-2008-09: USFSP Compared to A Selected Group of Benchmarks



In Chart 3, we note that USFSP average net price of attendance for full-time undergraduate students is within 1% of the benchmark average for the three year period.

Chart 4: Core revenues per FTE enrollment, by source: FY 2009: USFSP Compared to Benchmarks

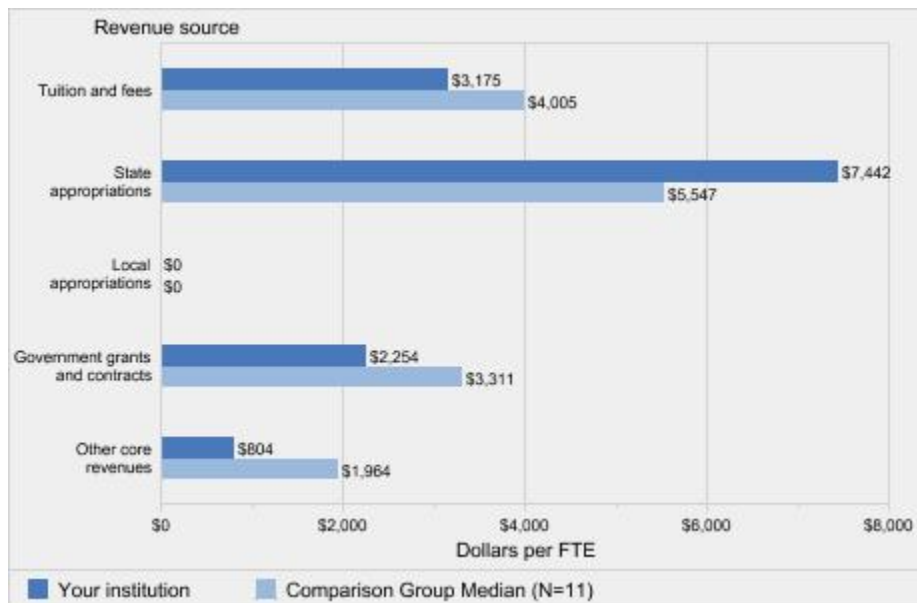


Chart 4 illustrates that USFSP's revenue sources per FTE are significantly subsidized by state appropriations. This is reflective of the level of appropriations enjoyed by higher education in the state of Florida.

Chart 5: Student-to-faculty ratio: Fall 2009: USFSP Compared to Benchmarks

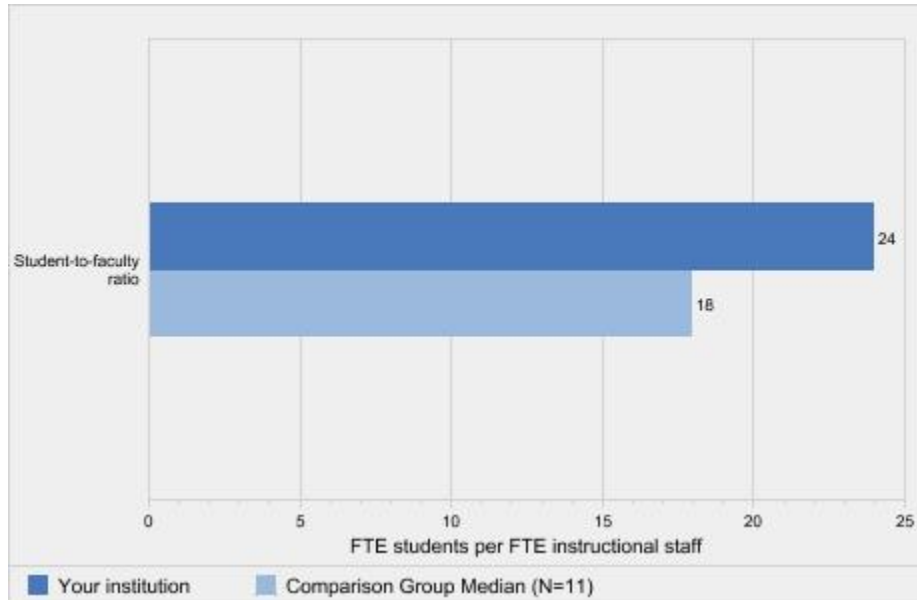


Chart 5 shows the student to faculty ratio at USFSP to be higher at 24:1 than the benchmark average of 18:1, however, Chart 6 below illustrates that the USFSP student to faculty ratio compared to 4-year public institutions in Florida and is within 10% of the state average. This is noted for monitoring and for future strategic planning efforts and funding opportunities as appropriate.

Chart 6: Student-to-faculty ratio: Fall 2009: USFSP Compared to Florida Public 4-Year Universities

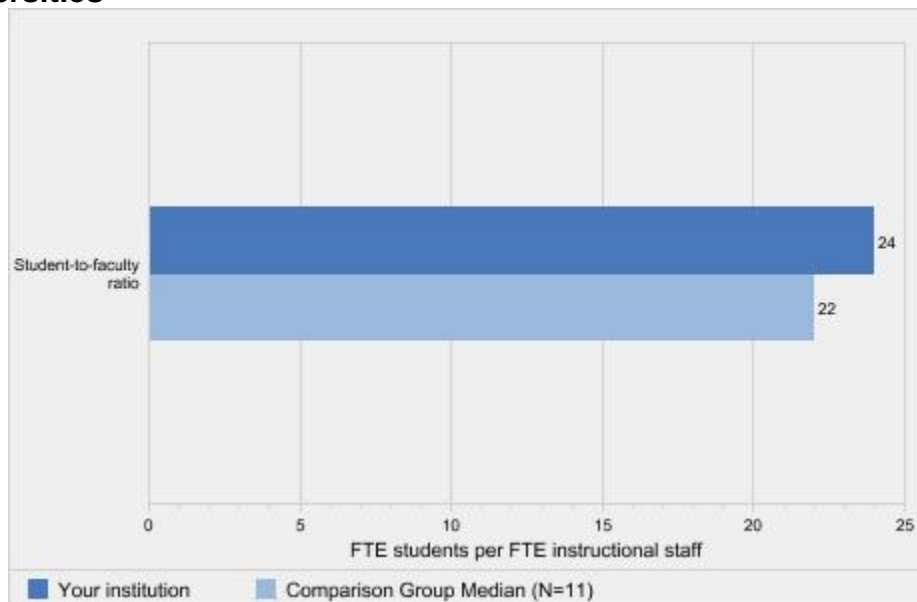


Chart 7: Average salaries of full-time instructional staff equated to 9-month contracts, by academic rank: AY2010: USFSP Compared to Benchmarks

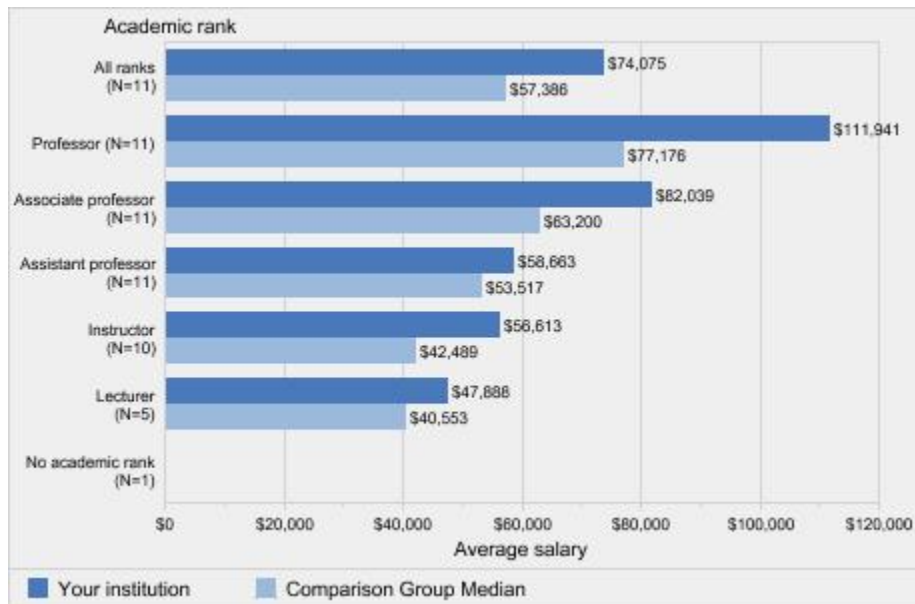


Chart 7 illustrates that USFSP full-time instructional staff salaries exceed benchmark peers in all categories of academic rank. This is affected by the relatively large size of the USFSP College of Business as a portion of all faculty, and the associated cost of COB instructional salaries.

Chart 8: Expenses for salaries, wages, and benefits as a percent of total expenses, by function: FY 2009: USFSP Compared to Benchmarks

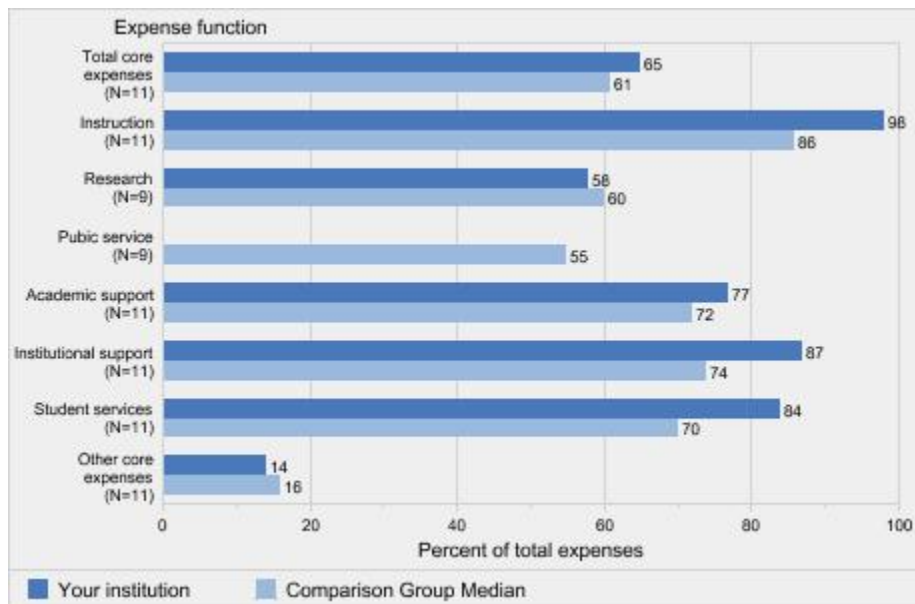


Chart 8 provides information which illustrates that USFSP is aligned with its benchmarks in expenses for salaries and wages by type excluding public service. USFSP and the USF System categorize public service expenditures as a component of instruction.

Chart 9: Percent distribution of core expenses, by function: FY 2009: USFSP Compared to Benchmarks

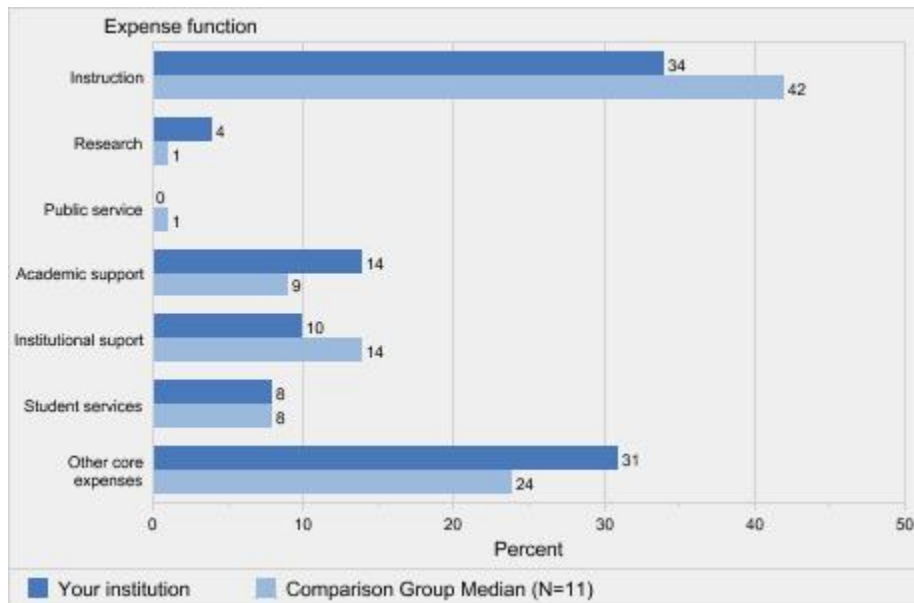


Chart 9 suggests that USFSP spends less money on instruction than its peers and more funding on “other core expenses”, defined by IPEDS as operation and maintenance of plant, depreciation, scholarships and fellowships, interest and other operating expenses and other non-operating expenses [8]. Note that Other Core Expenses includes funds for utilities and maintenance and operations expended for USF Tampa functions located at USF St. Petersburg, which affects this display. Note that we have discussed this issue with the state auditor and the USF System Controller and the utilities payments will be noted on the USF System financial statement beginning in FY2010. Also note that the instruction and academic support categories may not align between institutions due to the recategorization of library expenses during this period.

Chart 10: Endowment assets (year end) per FTE enrollment: FY 2009: USFSP Compared to Benchmarks

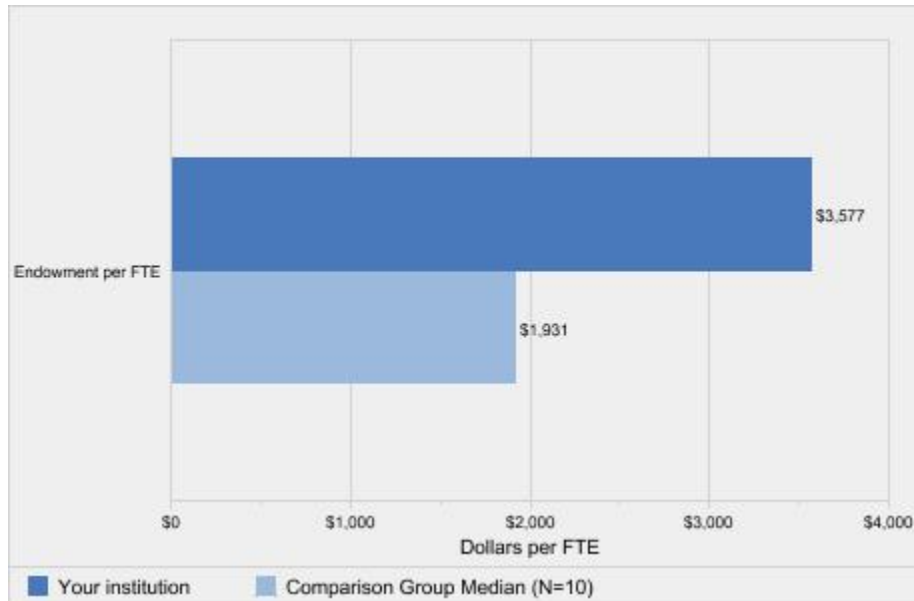


Chart 10 denotes that endowment assets for USFSP per FTE are significantly higher than the average of its benchmark institutions.

The USFSP Regional Chancellor is ultimately responsible to the USF System President and Board of Trustees for the financial operations of the institution. Reporting to the Regional Chancellor, the Regional Vice Chancellor for Administrative and Financial Services is directly responsible for Financial Services (including Budget, Accounting, Purchasing, Cashiering and Parking), and Administrative Services (Human Resources, Facilities Planning, Facilities Maintenance, and Safety and Security). In addition to these on-site services, USFSP purchases support services from the USF System when they are deemed to be cost effective. These include legal counsel and audit and compliance as well as limited administrative and financial services including enterprise data systems and payroll. The current agreement for services is attached [\[9\]](#). The purpose of the agreement is to comply with the USF BOT governance requirements and to ensure the effective, efficient and orderly functioning of USF System enterprises. The agreement also identifies services and related chartfields that the entity is authorized to provide locally using the entity’s resources and do so in accordance with USF System policies and data requirements.

Annual financial audits of the USF System including USFSP as a component unit are conducted by the Auditor General of the State of Florida. The most recent financial and operational audits noted that the University’s basic financial statements were presented fairly, in all material respects, in accordance with prescribed financial reporting standards. No material weaknesses were identified in internal control, nor were any instances of noncompliance or other matters identified that are required to be reported under *Government Auditing Standards* issued by the Comptroller General of the United States [\[10\]](#). USFSP is audited by the Auditor General of the State of Florida as a separate institution each five years. Audit results from 2005 indicate that the basic financial statements were presented fairly, in all material respects, in accordance with prescribed financial reporting standards. No material weaknesses were identified in internal

control, nor were any instances of noncompliance or other matters identified that are required to be reported under *Government Auditing Standards* issued by the Comptroller General of the United States [\[11\]](#). Recently, an email was forwarded to USF System member institution USF Sarasota-Manatee in response to a question regarding the management letter commonly associated with financial audits in their initial accreditation documents. The College and University audit manager noted that in accordance with the *Government Auditing Standards*, “Those standards require that we report material weaknesses; significant deficiencies; and fraud, illegal acts, abuse, and violations of provisions of contracts and grant agreements that are more than inconsequential to the financial statements. If any of those types of findings are disclosed during our financial audit of the University, we would report such findings in a separate section of the audit report called “Findings and Recommendations,” and we would make reference to such findings in our “INDEPENDENT AUDITOR’S REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF THE FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS.” [\[12\]](#)

The next scheduled financial audit for USFSP as a separate institution is underway and will be delivered in January 2011. A letter to Dr. Belle S. Wheelan regarding the audit schedule is attached [\[13\]](#).

Operational audits of USF St. Petersburg as a part of the University of South Florida System are conducted on a regular basis. The most recent operational audit by the Auditor General of the State of Florida released in January 2010 [\[14\]](#) noted 6 system-wide deficiencies for which resolutions are currently underway. The report also noted that the deficiencies identified in the previous operational audit report dated February 2008 were corrected: “Except as discussed in the preceding paragraphs, the University had taken corrective actions for findings included in our report No. 2008-09.” [\[15\]](#)

Periodic audits of USFSP are also performed by the USF System Office of Audit and Compliance. Audit and Compliance staff report directly to the President, with responsibility to the USF System Board of Trustees [\[16\]](#). The USF System has stringent audit and compliance policies in place [\[17\]](#). For USFSP, the most recent institution-specific audits performed by USF System Audit and Compliance staff include:

07-018: Cashier’s Office Revenue Review
08-049: Cashier’s Office Audit
08-055 Credit Card Processing
09-028: Rebate Theft (audit requested by USFSP)

In addition, the USF System Office of Audit and Compliance conducts System-wide audits and investigations. During FY 10, the Office conducted the following System-wide audits that included USF St. Petersburg:

- Contractual Services
- Balances Due To/Due From USF and its Component Units
- Social Security Number (SSN) Collection and Monitoring
- Sponsored Research Projects Invoicing

Details of the USF System Office of Audit and Compliance activities for FY 10 can be found in their annual report [\[18\]](#).

For USFSP, all operational audit findings have been successfully resolved and there are no current audits underway.

Financial aid funds are audited annually as noted in Comprehensive Standard 3.10.3., by the Auditor General of the State of Florida. The Auditor General's most recent financial and operational audits (for fiscal year ended June 30, 2009) contains no findings specifically related to the University of South Florida System including the University of South Florida St. Petersburg USFSP Financial Services staff perform periodic audits of financial and other operations, as determined by arising need or as follow-up to external or USF System Office of Audit and Compliance reviews [19]. Most recently, USFSP staff has performed the following reviews:

- Cashier's Office Cash Handling Review (3/09);
- Cashier's Office Parking Services reconciliation (including permit sales and citations) (10/09); and
- Cash Receipts review for Admissions Office (3/09).

All review findings have been successfully resolved.

Summary:

The University of South Florida St. Petersburg is in compliance with comprehensive standard 3.10.4. We exercise appropriate control over financial resources, including financial and operational reviews, benchmarking, and self assessment.

Supporting Documentation:

1. [Statute creating the University of South Florida St. Petersburg](#)
2. [Operating Procedures of the USFSP Campus Board](#)
3. [USFSP Strategic Plan](#)
4. [USF System Regulations and Policies](#)
5. Prager, Sealy & Co., LLC; PMG LLP; and Attain LLC: *Strategic Financial Analysis for Higher Education: Identifying, Measuring & Reporting Financial Risks*. Seventh Edition; 2010.
6. [USF System Investment Committee](#)
7. [Moody's Rating Issue: USF Financing Corporation Master Lease Program, Series 2010](#)
8. [Integrated Postsecondary Data Education System \(IPEDS\) Report](#)
9. [Central Services Agreement](#)
10. [State of Florida Auditor General Financial Audit of the University of South Florida for Fiscal Year 2009](#)
11. [State of Florida Auditor General Financial Audit of the University of South Florida St. Petersburg for Fiscal Year 2005](#)
12. [Email from State of Florida Audit Manager James R. Stultz](#)
13. [Audit Notification Letter to Dr. Belle S. Wheelan](#)
14. [State of Florida Auditor Operational Audit of the University of South Florida for Fiscal Year 2009](#)
15. [State of Florida Auditor Operational Audit of the University of South Florida for Fiscal Year 2008](#)
16. [USF System Audit and Compliance Organization Chart](#)
17. [USF System Policies and Procedures](#)
18. [USF System Audit and Compliance Annual Report](#)
19. [USFSP Financial Aid Audit](#)

- 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)**

Non-Compliance

Compliance Review Narrative

The University of South Florida - St. Petersburg has adequate procedures to address both academic and non-academic student complaints as well as complaints related to discrimination. Procedures related to the Student Code of Conduct are used to address non-academic complaints. This is handled through the Office of Student Rights and Responsibilities. Academic Grievances are handled through the offices of the department and/or Dean. Both of these have provisions for appeal. Grievances related to discrimination are handled by the Diversity and Equal Opportunity Office.

While the system-wide student code of conduct is reviewed periodically by the VPSA at the Tampa campus, there is no indication that policy procedures are followed.

Institutional Response:

The University of South Florida St. Petersburg (USFSP) provides the following update to the narrative of 4.5 which includes:

- Information regarding the USF System and USFSP documents that govern the formulation and review of policies such as the Student Code of Conduct.
 - Issuance of Policies and Procedures, Last Amended: 08-20-09
 - Issuance of USFSP Policies and Procedures Date of Origin: 02-22-10
- Clarification of review authority for policies under System and USFSP regulations
- Clarification of review authority for procedures under System and USFSP regulations
- Policy review and procedural implementation authority for the USFSP Student Code of Conduct
- Flow chart of the disciplinary process and Flow chart for Academic Grievance Process
- Three examples of incidents that occurred at USFSP and the procedures used to facilitate resolution (two in student conduct; one academic integrity)

Narrative:

Students at the University of South Florida St. Petersburg have both rights and responsibilities for behaviors in and out of the classroom. The specific procedures used to implement policies which deal with student complaints or the appeal of a decision depend on whether the complaint/appeal concerns academic matters or matters of student conduct in non-academic areas.

Complaints of an academic nature are typically handled in the form of an appeal. Appeals are considered for academic matters such as assignment or change of grade, or unfair treatment, as well as academic integrity violations. These appeal processes are clearly outlined in policies

that are available to students through a variety of outlets, most notably the USFSP Undergraduate and Graduate Catalogs.

As specified in system policy 0-001 [\[1\]](#) (Issuance of Policies and Procedures, Last Amended: 08-20-09), “the President of the USF System is responsible for the development of procedures to implement the foregoing policy and hereby authorizes the procedural steps as appropriate for the issuance of the policies and procedures developed within the various areas comprising USF. The Vice President or the principal officer of the following areas will issue policies and procedures in their respective areas.” For Student Affairs, “the USF System Vice President for Student Affairs will normally propose policies and procedures in areas with USF or USF System-wide application pertaining primarily to student government, student housing, recreation, health, counseling, student involvement, and the promotion of student development and learning”, which includes the Student Code of Conduct.

Furthermore, as stated in USFSP Policy 0-0011 SP [\[2\]](#) (Issuance of USFSP Policies and Procedures, Date of Origin: 02-22-10) “it is the responsibility of each USFSP administrative head to both generate appropriate new policies when needed and to constantly review and update existing policies and procedures in their respective area. When it becomes necessary to issue a new or revised policy statement, a thorough study should be made which includes suggestions and comments from appropriate campus groups, organizations, and USFSP offices.”

In developing new or revising old policies or procedures, USFSP is careful to ensure that its policies are not in conflict with or duplicative of USF System policies. Should a new or revised USF System policy be issued after a USFSP policy has been established, USFSP has a formal opportunity for comment, pursuant to USF System Policy 0-001, prior to action by the USF System Board of Trustees. If appropriate, USFSP will review or revise its policies to conform to USF System policy.

The Regional Chancellor is responsible for the development of procedures to implement USFSP Policy 0-0011SP and has authorized the procedural steps as appropriate for the issuance of the policies and procedures developed within the various areas comprising USFSP. For the Student Code of Conduct [\[3\]](#) (Last Amended: 06-25-09 with minor revision 01/2010), the Regional Chancellor has designated the Regional Vice Chancellor of Student Affairs and Enrollment Services as the institutional official for policy development, review and implementation. For academic policies, the Regional Chancellor has designated the Regional Vice Chancellor for Academic Affairs as the institutional official for policy development, review, and implementation.

Included in the USF System Student Code of Conduct is a statement regarding the implementation of procedures on “Regional Campuses”. Referencing the entire Code, it states, “The foregoing applies to all campuses of the USF System; however, non-substantive procedural modifications to reflect the particular circumstances of each regional campus or separately accredited institution are permitted. Information concerning these procedures is available through the student affairs office at those regional campuses or separately accredited institutions.” In addition, specific language within the Code policy clarifies the authority of “appropriate designees” to act as Code Officers or Appeal Agents that may differ from the structure of other USF system campuses or separately accredited institutions.

USFSP has a number of offices and committees that are responsible for implementing the institution's established procedures for addressing written academic and non-academic student complaints. There are formal, published procedures for addressing written student complaints.

USFSP follows these procedures when resolving complaints. The purpose of these procedures is to provide all undergraduate and graduate students taking courses at USF St. Petersburg an opportunity for objective review of facts and events pertinent to the cause of academic grievance or non-academic violations. These procedures are established to meet the needs of all students, including students at the off-campus site and distance learning students. Such review will be accomplished in a collegial, non-judicial atmosphere rather than an adversarial one, and shall allow the parties involved to participate. All parties are expected to act in a professional and civil manner. Members of the university community support high standards of individual conduct and human relations. In addition, responsibility for one's own conduct and respect for the rights of others are essential conditions for academic and personal freedom within the university. USFSP reserves the right to deny admission or refuse enrollment to students whose actions are contrary to the purposes of the university or impair the welfare or freedom of other members of the university community. The Student Rights and Responsibilities procedures are followed when a written referral is accepted as outlined in the Student Code of Conduct and indicating an alleged offense has occurred.

Academic grievances are generally addressed in writing to instructors, department chairs (where applicable), and college deans, who are then responsible for handling these effectively and expeditiously. Non-academic complaints are usually addressed in writing to the Office of Student Rights and Responsibilities (OSRR). The procedures described below apply to all students regardless of their status (full-time or part-time) or how they receive their courses (traditional, online or a combination). Students are advised to consult the appropriate Catalog and/or the university policies enumerated below for academic or non-academic grievances or complaints.

Academic Grievances:

Procedures for student academic grievances are described in detail in the USF St. Petersburg Undergraduate Catalog [\[4\]](#) (pages 46-50) and in USF St. Petersburg Graduate Catalog [\[5\]](#) (pages 42-46) which are accessible to all students online. The policies for Student Academic Grievances are accessible online on the Academic Affairs web page [\[5a\]](#) and the Graduate Studies web page [\[5b\]](#).

Within individual colleges, students are required to make a reasonable attempt to resolve grievances with the instructor concerned. If the grievance cannot be resolved the student may submit in writing and within three weeks' time a request for the grievance to move on to the faculty member's immediate supervisor for resolution. AT USFSP, only the College of Arts and Sciences has administratively organized departments/programs (7 total). In this College, the student would direct his/her appeal to the Department Chairperson or Program Director. In the Colleges of Business and Education, the student would direct their appeal to the Dean of the College or his/her designee. In all cases, the supervisor provides a copy of the student's submission to the faculty instructor and the instructor may in turn file a written response.

In the College of Arts and Sciences, if the grievance cannot be resolved at the Chairperson/Director level, the student may request in writing (within three weeks of the Chairperson's/Director's determination) that the grievance move to the College level. Upon receipt of such a request, the Chairperson/Director informs the Dean immediately and forwards the student's request, along with the initial grievance statement and instructor's response to the Dean. Upon receipt of the grievance, the Dean may determine that the matter is not an academic grievance and dismiss it or must establish an Academic Grievance Committee within three weeks' time consisting of three faculty members and two students (undergraduate or graduate as appropriate) and appoint a Committee Chair. Within three weeks' time, the

committee must conduct appropriate review (including personal interviews if necessary) and submits its findings and recommendation(s) to the Dean with copies provided to all parties. This recommendation is not binding, but is advisory to the Dean. The College Dean then renders a decision to all parties in writing.

In the Colleges of Business and Education, the Associate Dean(s) act as the designated initial recipient for all academic grievance appeals. In these Colleges, the process is the same (the dean determines that the issue is not grievable under the Academic Grievance Policy or establishes a review committee as outlined above.

Following the Dean's determination or the recommendation of the Academic Grievance Committee, either the student or the instructor may appeal to the Regional Vice Chancellor for Academic Affairs. Appeals may occur if a decision by the Dean is contrary to the Committee's recommendation, or if there is a procedural violation, or if either party (student or instructor) believes that there is information that was not appropriately considered. Any such appeals must be in writing, and must occur within three weeks of the date of the Dean's decision. The Regional Vice Chancellor for Academic Affairs, in consultation with the Faculty Senate and Student Senate, will appoint an Appeals Committee. The structure, functions and operating procedures of the Appeals Committee comprised of three faculty members and two students. The Appeals Committee will review all information about the case and may choose to interview the student, faculty member, department chair or dean. Within three weeks' time of receipt of the written recommendation of the Appeals Committee, the Regional Vice Chancellor for Academic Affairs will inform all parties in writing of his/her decision. In all grievance appeals, the decision of the Regional Vice Chancellor for Academic Affairs is final and not subject to further appeal.

Non-academic Grievances:

The Directors of Student Affairs and Enrollment Services departments respond to student complaints made in writing. Students who submit a complaint are directed to speak with the person with whom they have the complaint to try to resolve the issue at that level. Failing that, the staff member's immediate supervisor is to be contacted in writing. If the situation is not remedied at that level, the director will review the written complaint. If the complaint cannot be resolved at this level, the student may file a formal, written grievance in accordance with the formal grievance process.

The USF System has promulgated a Student Code of Conduct that guides and informs student behavior and provides procedures and sanctions for unacceptable behaviors. References herein to the "Student Code of Conduct" point to that USF System policy.

USF St. Petersburg OSRR is responsible for providing assistance, investigation and response regarding receipt of written referrals when it has been alleged that a student has violated the Student Code of Conduct. Any member of the University community may refer a student for an alleged violation of the Student Code of Conduct, but formal complaints or referrals must be submitted in writing. A referral form is also accessible via the OSRR website. Referrals are reviewed and if accepted as having indicated an alleged violation of the Student Code of Conduct has occurred, a file is opened and student due process is provided.

Students who do not agree with decisions made by the OSRR may submit a written appeal following the Process and Proceedings; Appeal and Basis of Appeal in section 5 of the Student Code of Conduct. The OSRR also reserves the right to initiate or follow-up on any informational leads where there is a reasonable belief of possible violations of the Student Code of Conduct.

The OSRR uses fundamental fairness and strives to inspire trust and confidence in the USF System conduct process. USF St. Petersburg strongly encourages individual responsibility and promotes the incorporation of community standards for acceptable behavior via the Student Code of Conduct.

A student conduct advisory group, a committee consisting of faculty/staff and students appointed by the USF system President to include representatives from each campus and separately accredited institution, shall periodically review and evaluate the system-wide Student Code of Conduct to recommend changes. The most recent review was conducted June, 2009 with non-substantive updates made January, 2010. Approved revisions to the Code are in compliance with the Board of Governors' requirements (BOG6.0105) [\[6\]](#).

Open investigations are not subject to the Public Records laws. Information about student complaints and referrals 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 USF System General Counsel's Office for handling in accordance with the relevant laws.

The policies regarding Equal Opportunity [\[7\]](#), Sexual Harassment [\[8\]](#), and the Americans with Disabilities Act [\[9\]](#) are USF System policies. USFSP uses these policies and it also fully complies with all federal and state laws and regulations. These policies prohibit discrimination and harassment against students and employees; the policies describe the procedures to be followed for filing a written complaint.

The USF System Equal Opportunity, Sexual Harassment and Americans with Disabilities Act policies and procedures comply with all federal and state laws and regulations. These policies and procedures prohibit discrimination and harassment against students; including distance students. The USF System procedures and regulations allow for review, mediation and investigation of complaints alleging discrimination and sexual harassment. A complete listing of policies and procedures can be found at the Diversity and Equal Opportunity website and the University General Counsel's website [\[10\]](#).

Example of a non-academic written referral received by the OSRR is listed below.

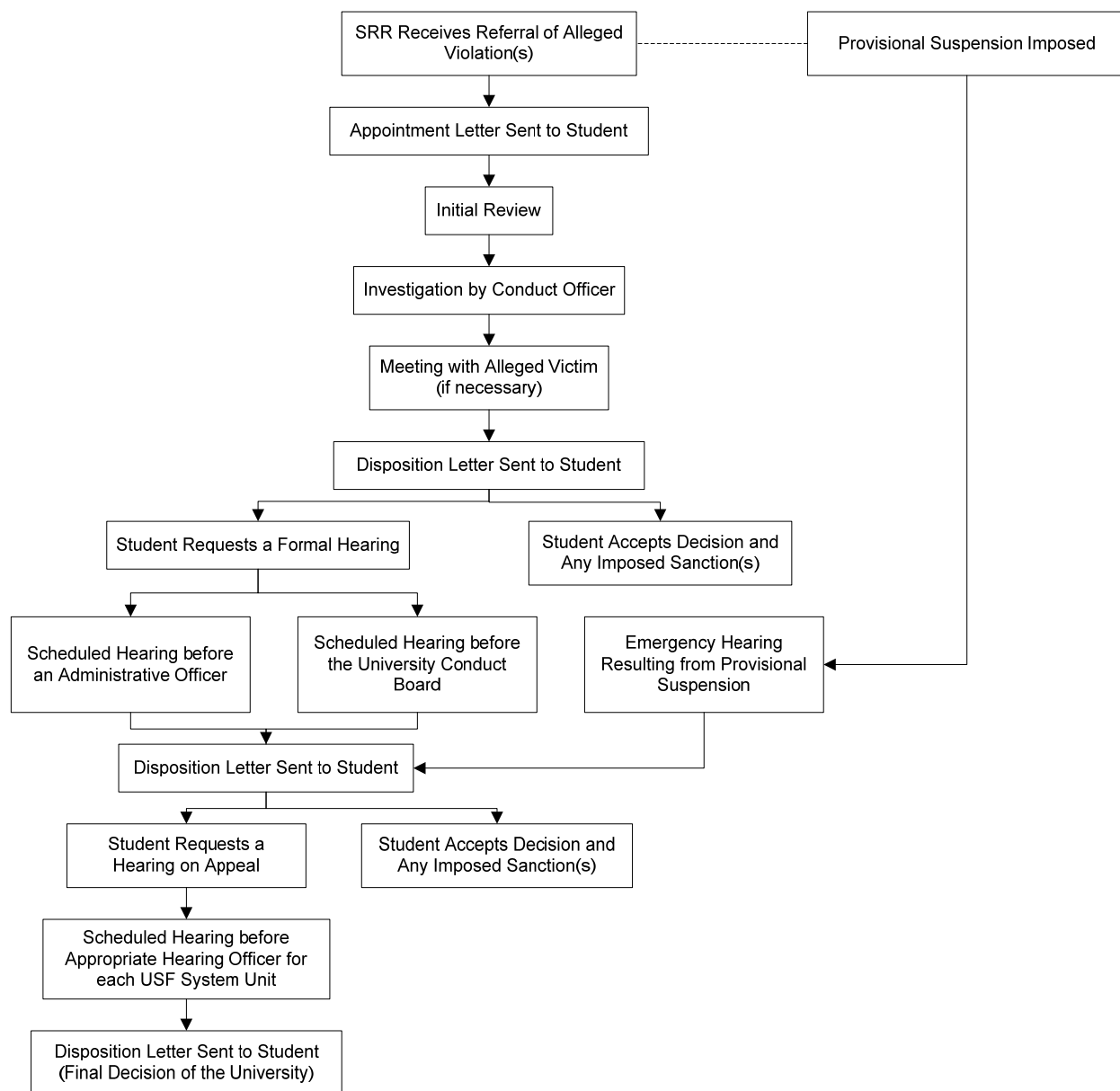
Alleged violator did not appeal decision/disposition:

- **Receipt of Referral:** Police Report from USFSP Police Services alleging student was in possession of alcohol on campus; student was underage.
- **Referral:** A referral was made to the Office of Student Rights and Responsibilities within a reasonable time following the discovery of the alleged violation which was no later than six months after the discovery. The referral was initiated by the University Police personnel. The Conduct Officer requested information concerning prior misconduct of the student from the University Police and other appropriate persons or offices.
- **Referral Reviewed:** The referral was reviewed based on the Student Code of Conduct (Code) by personnel in Office of Student Rights and Responsibilities (OSRR).
- **Violation of Code Indicated:** OSRR personnel found that there was an alleged violation of Code. The offence (violation) was Misuse of Alcohol (Offense #4.18).
- **Appointment Letter:** A written letter was sent to a student using official university email address. The standard letter stated that a written referral was made and received. The letter informed the student of an opportunity for a meeting and required the student to

contact OSRR to schedule the appointment for an Initial Review Meeting within the timeframe outlined in the Code.

- **Explanation of Process:** The letter to the student stated that if the student chose not to attend the Initial Review Meeting, the Conduct Officer reserved the right to have an In Absentia Review, at which point a determination would be made and a Disposition Letter would be sent to a student.
- **Initial Review Meeting:** The student scheduled the meeting, attended the meeting and the Referral was reviewed with the student. The student had the opportunity to present facts surrounding the referral/case, the Conduct Office asked questions of the student regarding the details referenced in the written referral. The meeting concluded.
- Had the student failed to appear for the Initial Review Meeting, the Conduct Officer would have conducted an In Absentia Review and a determination as to the appropriate charges filed would have been made. Had this been the case a Disposition Letter would have been provided to the absent student(s) and all hearing and appeal rights would have been explained.
- **Additional Review/Investigation by Conduct Officer Occurred:** Conduct Officer reviewed referral with University Police personnel for accuracy and consistency of procedure and practice.
- **Review Concluded by the Conduct Officer:** The Conduct Officer contacted the referring agency, USF Police Services for additional information/clarification.
- **Disposition Letter:** At the conclusion of the Initial Review, the Conduct Officer sent a Disposition Letter, which indicated that the Referral was accepted by the Office of Student Rights and Responsibilities. Since the case accepted, the Disposition Letter included the imposed formal charges and recommended disposition; First level alcohol Accountability Sanction – Probation for one year, Parental Notification, Educational Program Referral, Educational Program Fee-waived, and the alternative procedures that were available as well as appeal process including basis of appeal. The Disposition Letter offered additional hearing opportunities to the charged student, per the Student Code of Conduct.
- **Acceptance of Responsibility:** The charged student will have the option to accept responsibility and agree to the proposed sanctions.
- **Formal Hearing:** There are two choices of forum for the Formal Hearing: (a) a hearing before an Administrative Officer, which includes a specific waiver of a hearing before a University Conduct Board or (b) a hearing before a University Conduct Board, which would then include a specific waiver of a hearing before an Administrative Officer. This choice must be made and submitted in writing within 10 class days of the date of the Disposition Letter.
- **Acceptance of Responsibility:** The student accepted responsibility and no further hearing occurred. No additional action taken.
- **OSRR file updated:** File updated with letters, completed, tracked and filed appropriately.

Process for Student Conduct Referral



Office of Student Rights and Responsibilities Disruptions (Non-Academic & Non Code of Conduct) 2008-2010 (May)				
Year	Total	Outcomes/Resolution		
		Resolved	Appeal to Resolution	No Action
2008-2009	6	6	2 of 6	0
2009-2010	11	11	1 of 11	0

Colleges of Arts & Sciences, Education & Business (Academic Grievances, including Academic Integrity) 2009-2010 (May)				
Year	Total	Outcomes/Resolution		
		Resolved	Appeal to Resolution	No Action
2009-2010	5	5	2	0

Alleged violator(s) may appeal decision/disposition:

Departments that routinely serve students such as; University Police, Parking Services, Nelson Poynter Memorial Library and the Office for Students with Disabilities Services have general procedures in place to provide those students submitting grievances or complaints a vehicle for conveying their concerns and having those concerns addressed.

USFSP students have the right to file a complaint and/or appeal a decision/disposition. All filed complaints and appeals are taken seriously and processed through the appropriate USFSP office. Students have a right to be informed about the investigation and the final determination of the investigation.

Below are two examples of conduct incidents that occurred at USFSP and the procedures used to facilitate the resolution of each:

Student Conduct Process And Proceedings	Process Element Incident #1	Incident #1 Comments	Process Element Incident #2	Incident #2 Comments
Referral Written referral received by Office of Student Rights and Responsibilities (SRR) documenting alleged violation(s) of the Student Code of Conduct by a USFSP Student	X	Offense 4.18 Misuse of Alcohol, 4.09 Disruptive Conduct, and 4.21 Failure to Respond to Instructions	X	Offense 4.16 Misuse or Possession of Illegal Drugs
Appointment Letter Referral reviewed and letter sent to the Student	X	/	X	/
Initial Review Meeting with the Student to review and explain due process, incident and Code of Conduct matters	X	/	X	/
Disposition Letter The formal charge issuance letter including all hearing rights and appeal rights	X	Received Sanctions: 1)Conduct Probation for the period of one academic year, 2) Parental Notification – written, 3) Other Appropriate Sanction, letter of apology to four USFSP staff members, Referral, USFSP Counseling Center – AOD session, AOD Fee-waived	X	Received See Sanctions Below
Student Conduct Process And Proceedings	Incident #1	Incident #1 Comments	Incident #2	Incident #2 Comments
<i>Continued</i>				
Alternative Hearing Procedure Options Acceptance of Responsibility or Request Hearing with an Administrative Officer or University Board Hearing	X	Student Requested University Conduct Board (UCB) Hearing	X	Student Accepted Responsibility and Sanctions: 1) Conduct Probation for the period of one year (academic year), 2) Other Sanction, written letter of apology to Campus Staff Member (Sailing Coach)
UCB Hearing Board hearing heard by a panel comprised of up to 3 faculty/staff members and 3 students (50%faculty/staff & 50% students)	X	This UCB was comprised of three staff and three student members. Simply majority of the quorum was decision	/	/
UCB Disposition Letter Outcome/Decision of the UCB in writing to the Student outlining the charges and the sanctions; including the appeal option available.	X	Student received the disposition letter and did not request an appeal	/	/
Sanctions		Modified Sanctions;		

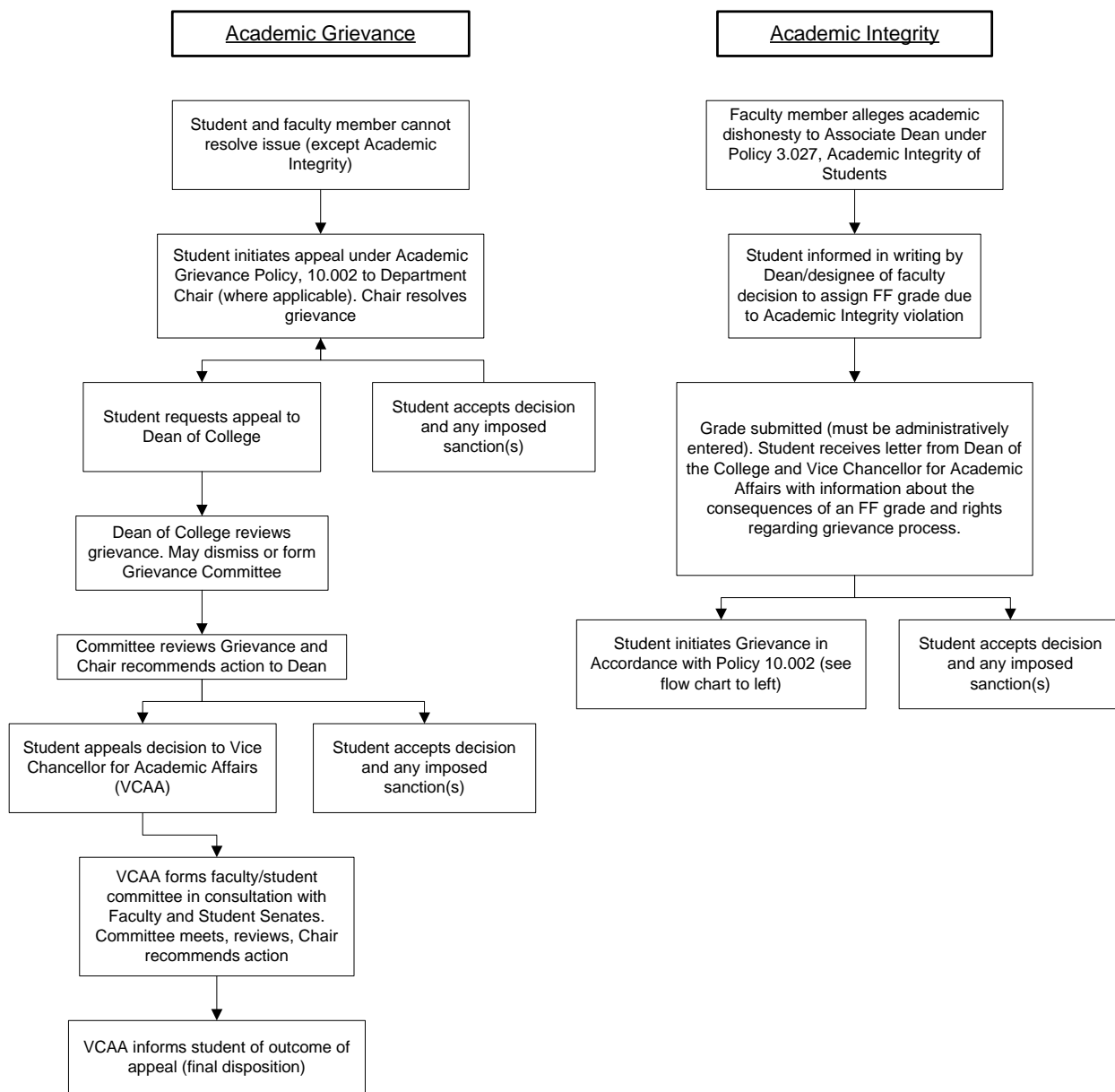
	<p>1) Conduct probation for one academic year however the student is permitted to run for a leadership position and is permitted to participate in academic-based student organizations as a leader, 2) Letters of apology-waived, however the board imposed an educational sanction of community service regarding a presentation on the topic of Commitment to Honor, all other sanctions from previous review remain.</p>	/	/
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(X) Indicates the element of the process was completed

(/) Indicates not applicable or no information necessary

Below is a flow chart for the handling of Academic Grievances and an example of how one specific grievance (academic integrity) was handled.

Process for Academic Grievance Resolution



Academic Integrity and Grievance Process And Proceedings	Process Element	Incident #1 Comments
Referral Faculty member contacted Associate Dean May 1, 2010 about incident of academic integrity. Faculty member and Associate Dean met with student to discuss violation of Academic Integrity policy.	X	Offense 3.027 Academic Integrity of Students
Action Communication May 6, 2010, student informed in writing of faculty decision to assign an FF for the course due to Academic Integrity policy violation.	X	/
Initial Action Faculty member submitted grade May 11, 2010. Student also received letter from Dean of College of Education and Vice Chancellor of Academic Affairs on July 20, 2010 with information about the consequences of the FF and right to file a grievance.	X	/
Student Grievance: Student initiated Grievance in accordance with Student Academic Grievance Procedures on July 25, 2010	X	Process Policy: 10.002 Student Academic Grievance Procedure
Process: Academic Integrity/Grievance Committee selected on September 8, 2010 (approved delay due to summer break) by Dean of College of Education. Met and deliberated in accordance to Student Academic Grievance Procedures (three faculty members and two student members). Chair delivered recommendations to Dean of the College of Education on September 9, 2010	X	Decision: Assignment of FF was overturned at recommendation of Academic Integrity/Grievance Committee.
Communication of Decision: Student was informed by Associate Dean of final decision. Student received a letter from the Vice Chancellor of Academic Affairs confirming final determination on October 13, 2010.	X	Action: Grade change submitted by College of Education.

- (X) Indicates the element of the process was completed
(/) Indicates not applicable or no information necessary

Supporting Documentation:

1. [Issuance of Policies and Procedures, Last Amended: 08-20-09](#)
2. [Issuance of USFSP Policies and Procedures Date of Origin: 02-22-10](#)
3. [USF System and USFSP Student Code of Conduct](#)
4. [USF St. Petersburg Undergraduate Catalog](#) (pages 46-50)
5. [USF St. Petersburg Graduate Catalog](#) (pages 42-46)
 - a. [Academic Affairs](#) web page and
 - b. [Graduate Studies](#) web page
6. [USF Regulation 6.002](#)
7. [Diversity and Equal Opportunity](#)
8. [Sexual Harassment](#)
9. [American with Disabilities Act](#)
10. [USF System General Counsel](#)

4.6 Recruitment materials and presentations accurately represent the institution's practices and policies. **(Recruitment materials)**

Non-Compliance

Compliance Review Narrative

The University of South Florida - St. Petersburg reports that prospective students are invited to explore all aspects of the institution through the Undergraduate and Graduate Catalogs, brochures, e-brochures, emails, and an admissions portal on the website. Various offices and committees review this information annually and when any major changes occur to make sure that information is up to date.

Institutional Response:

USFSP was uncertain about the basis for the non-compliance designation and the non-compliance narrative associated with this Principle. However, we have reviewed and revised the narrative originally provided to demonstrate compliance.

The University of South Florida St. Petersburg's recruitment materials and presentations clearly and accurately represent the institution's practices and policies.

Prospective students are invited to explore all aspects of USF St. Petersburg through the Undergraduate [\[1\]](#) and Graduate [\[2\]](#) catalogs, brochures, e-brochures, e-mails and an admissions portal on the institution's web site. These opportunities to learn about our institution include a virtual tour of the campus [\[3\]](#) and requesting an on-campus VIP Tour by one of the Very Important Prospective Student Tour Guides [\[4\]](#).

The USF St. Petersburg Undergraduate and Graduate Catalogs are reviewed and updated annually by USF St. Petersburg's Academic Council, chaired by the Regional Vice Chancellor for Academic Affairs, and by the USF St. Petersburg Undergraduate and Graduate Councils, respectively. Within the programs, information is reviewed and updated annually by each college's Curriculum Committee and Dean's Office. Following the institutional updates by the Director of Records and Registration (undergraduate) and the Director of Graduate Studies (graduate), the catalogs are submitted to the USF System Office of the General Counsel to certify consistency with system and state policies. The catalogs are then reviewed by the USF System academic affairs council and by the Board of Trustees Academic and Campus Environment (ACE) workgroup prior to the items being placed on the agenda for the Board. Following Board approval (normally in early Spring of each year), these catalogs are reviewed and approved by the State University System Board of Governors staff in Tallahassee.

VIP Tour Guides are trained by the program coordinator, a member of the Prospective Student Outreach team. The VIP Tour Guides follow a detailed script and a planned route throughout campus for each tour. The VIP Tour Guide Script is revised once a year, most recently in August of 2010. Updates are added when changes or additions are made to academic offerings or when new campus facilities are opened such as the addition of the Sembler Family Fountain and Harbor Walk and the Science and Technology Building, all of which were dedicated in 2009. The script will now be updated again to reflect the final approval and early 2011 start of construction of the USFSP Multipurpose Campus Center.

All enrollment marketing materials as well as the website for use by USF St. Petersburg's Enrollment & Marketing Services team are overseen by the Office of Marketing in order to ensure accuracy and a consistent design identity for the institution's materials. The Office of the Vice Chancellor for External Affairs regularly reviews all materials, including the Enrollment Services website and maintains the look and accuracy of each before final submission. Printed materials that contain enrollment data are reviewed prior to publication by the Yield Team, an operational team comprised of the Associate Director of Admissions & Outreach, Senior Director of Enrollment & Marketing Services, Director of Orientation, Communication and Marketing Officer and the Regional Vice Chancellor for Student Affairs. This team meets weekly to discuss enrollment and recruiting operations of USF St. Petersburg. Additionally, the Offices of External Affairs and Institutional Research review printed materials prior to their publication to ensure accuracy and consistency of reporting.

Each year, the majority of institutional materials used by the Prospective Outreach Team are reviewed in June/July by these teams and offices in order to receive final approval before printing the new supply of materials for college fairs and other recruiting events.

Undergraduate Students

The primary responsibility for the recruitment of undergraduate students is vested in the Enrollment Services & Marketing Services Team led by the Senior Director of Enrollment & Marketing Services. The director provides oversight for the prospective student support offices of Prospective Student Outreach, VIP Tours, Admissions, Orientation and Enrollment Marketing. This team relies on the policies and practices developed by the Regional Vice Chancellor for Academic Affairs, approved through institutional processes, and, where applicable and appropriate, the USF St. Petersburg Campus Board and USF System Board of Trustees.

A critical aspect of the mission of Enrollment & Marketing Services is to provide information and services to prospective students. The Prospective Student Outreach team members visit more than 100 high schools and community colleges throughout Florida to promote the institution. This calendar is populated every August in anticipation of the new recruiting year [\[5\]](#).

Two open houses are scheduled annually in October and February to invite students to visit the institution. Each year the institution has added significant new events to its outreach calendar for guidance professionals. For example, in 2010 it hosted the statewide Southern Association for College Admissions Counseling Drive-In Conference to enable high school and community college personnel to receive a firsthand update on activities at USF St. Petersburg. Institutional officers and deans represented academic programs at these events through presentation and education of guests.

Graduate Students

The Office of Graduate Studies serves approximately 500 full- and part-time graduate students, administers and coordinates graduate admissions and enrollment, and assists graduate program coordinators and faculty in recruiting new students to the institution. Recruitment of graduate students is undertaken both by the Office of Graduate Studies, which maintains overview web-based information [\[6\]](#) and printed recruitment materials, and by the faculty of the individual graduate programs which maintain web-based information and printed materials pertinent to their respective programs. The graduate programs in Business Administration, Environmental Science and Policy, and Journalism and Media Studies publish graduate handbooks each fall semester.

The Office of Graduate Studies hosts an Open House in the Spring Semester and a New Graduate Student Orientation in August prior to the beginning of fall classes, participates in program-specific information sessions, and sends an admissions officer and printed recruitment materials to other on-campus recruitment events such as the Undergraduate Fall Open House and the Spring College Day. The Vice Chancellor for Academic Affairs, the Director of Graduate Studies, and the USF St. Petersburg Graduate Program Faculty Advisors are in regular contact regarding coordinating, monitoring and conducting graduate student recruitment efforts.

Supporting Documentation:

1. [USF St. Petersburg Undergraduate Catalog](#)
2. [USF St. Petersburg Graduate Catalog](#)
3. [Enrollment Services website for prospective students](#)
4. [USF St. Petersburg virtual tour](#)
5. [Outreach Calendar](#)
6. [Graduate Programs Web Pages](#)