



Consolidation Planning Study and Implementation Task Force

Student Access Committee Hearing

Tuesday, July 17, 2018

2:00 PM - 4:30 PM

USF Sarasota Manatee, Selby Auditorium

Committee Members: Anddrikk Frazier, Chair; Alison Barlow, Byron Shinn

Staff Liaison: Caryn Nesmith

A G E N D A

- I. Call to Order Anddrikk Frazier

- II. New Business – Action Items
 - a. Approval of June 13 Hearing Meeting Notes Anddrikk Frazier

- III. New Business - Information Items
 - a. Introduction and Context Anddrikk Frazier

 - b. Welcome USFSM Regional Chancellor Karen Holbrook

 - c. Testimony
 - i. SACS guidelines related to student access
 - a. Michael Wrona, SACSCOC Accreditation Liaison, USF Tampa

 - ii. Implications of moving to a single admissions criteria on student access
 - a. Andy Telatovich, Director of Admissions and Financial Aid, USF Sarasota-Manatee; and
 - b. Serge Desir, Director of Undergraduate Admissions, USF St. Petersburg
 - c. Glen Besterfield, Dean of Admissions, USF

 - iii. Measuring diversity
 - a. Cecil Howard, USF Chief Diversity Officer



Consolidation Planning Study and Implementation Task Force

- iv. Best practices for informing and preparing First Time In College (FTIC) and first generation applicants
 - a. Laurie Meggesin, Executive Director, Florida College Access Network
 - b. Luz Corcuera, Executive Director, UnidosNow
- v. Technology's Role in Breaking Barriers to Access
 - c. Dr. Cynthia DeLuca, Associate Vice President for Innovative Education, USF Tampa
 - d. David Brodosi, Associate Director for Online Learning and Instructional Technology Services, USF. St. Petersburg
 - e. Timi Hager, Director for E-Learning Services, USF Sarasota Manatee

d. Public Comment

Anddrikk Frazier

e. Open Discussion

IV. Adjournment

Anddrikk Frazier

The next hearing for the Student Access Committee will be on
August 7, 2-4:30 pm at USF Tampa–Traditions Hall.

NOTES
Student Access Subcommittee
Hearing

Wednesday, June 13, 2018 10:00 AM - 12:00 PM
USF St. Petersburg, Student Life Center, Multi-Purpose Space (Room 2101)

Present: Anddrikk Frazier, Chair; Alison Barlow; Byron Shinn

I. Call to Order

Chair Frazier called the meeting to order at 10:00 am. He welcomed fellow subcommittee members and guests to the first hearing by the Student Access Subcommittee.

II. New Business – Action Items

Chair Frazier asked if there were any objections to the May 18 Organizational Call meeting notes. Members approved the notes.

III. New Business - Information Items

a. Introduction and Context

Chair Frazier explained that this was the first of three hearings of the Student Access Sub-Committee. The next one is scheduled at USF Sarasota Manatee on July 17, and at USF Tampa on August 7.

He recalled that the Student Access Subcommittee recommendations are due to the Task Force on August 22, and so the committee is on an aggressive timeline with its hearings.

During the hearings, the committee will consider the various issues student face related to access from prospect through matriculation.

The Task Force at large must make recommendations with two overarching considerations: Compliance with SACS and professional accreditation standards; and seamless continuity as a preeminent research university.

Chair Frazier recalled that the Student Access subcommittee has been asked to focus on:

- Equitable distribution of programs and resources to establish pathways to admission for all students who require bridge programming and financial aid; and

- Other subject matters pertaining to student access as determined by the Chair of the Task Force that would support the work of the Task Force.
- It also must keep student success the top priority as it develops recommendations.

Chair Frazier stated that this first hearing would give a broad overview of student access concerns and the two subsequent hearings would provide more depth into some of these areas.

b. Testimony

i. Access to Success - Dr. Paul Dosal, Vice President for Student Affairs and Student Success

Before beginning, Dr. Dosal invited Dr. Martin Tadlock, Regional Chancellor at USF St. Petersburg, to make welcome remarks.

Dr. Dosal gave an extensive presentation encompassing USF's holistic view of student access in the context of student success, explaining USF's commitment to provide more pathways to success and focus on every student having access to success and every office focused on student success. There must be a culture of success, in which staff and faculty operate: If we admit a student, they will succeed. He discussed the numerous efforts that USF implemented to improve student success, including: SMART Labs, Living Learning Communities, Extended Library Hours, Career Services, Peer Financial Consulting, Tutoring & Writing Services, Course Re-design, Degree Tracking Software, Academic Advocates, and Informational Campaigns.

He described a Persistence Committee that monitors students using predictive analytics in a case management style.

There was discussion regarding which USF campus the data in presentation outlined, as well as concerns about how easily students are able to move between campuses and majors. There was also discussion on case management systems to ensure success and which students receive those services.

ii. Adult Learners – Kathleen McDonald, Associate Director of Florida College Access Network

Kathleen McDonald described her extensive background with adult learners and barriers specific to that population. She said 37 percent of undergraduates in the state are 25 and older. Approximately 2.1 million have some college credits but no degree or credential, while 2 million have no college credit. The Florida Chamber last year said half a million jobs went unfilled while some 260 million

people were looking for work. While some of the challenges adults face overlap with those of First Time in College students – affordability, social/emotional – the challenges require different strategies for adults. Additionally, many adult students are not eligible for financial aid because they often go to part-time. She also discussed the idea of College Level Equivalency Program (CLEP) and Prior Learning Assessments can help adult learners by giving them credit for work experience.

She said flexibility was important as adults are juggling numerous work and family responsibilities. She also said recruiting is more difficult for adult learners and suggested leveraging influencers like employees and students of adult learners or using optimized SEO to target adult learners. As another suggestion, she recommended asking parents of students who are getting a degree to join their children.

There was discussion regarding the difficulty to transfer prior credits and if there were any other state models for adult learning programs for the Committee to study for best practices. McDonald noted that Villanova does well with certificate and completion programs and that Florida Tech is a phenomenal for adult learning certificates.

iii. Recruiting a diverse, college-ready student body - Glen Besterfield, Dean of Admissions, USF; Andy Telatovich, Director of Admissions and Financial Aid, USF Sarasota-Manatee; and Serge Desir, Director of Undergraduate Admissions, USF St. Petersburg

Dr. Besterfield introduced his Admissions colleagues: Serge Desir and Marqueta Teal from USFSP, Winsom Nesbit, Cria Demps and Malcolm Randolph from Tampa, and Andy Telatovich from USFSM.

Dr. Besterfield's presentation highlighted the current admission process, enrollment targets and the process of streamlining the admission process across the USF System.

Serge Desir discussed admissions at USF St. Petersburg, noting that 2013 was the last year that USF System utilized Tampa referrals. He said that about 30 percent of enrolled students would come from Pinellas County this year.

Andy Telatovich said that USF Sarasota Manatee has only been a fulltime campus for five years. Mr. Telatovich highlighted current initiatives to increase access including a Summer Bridge program and the hiring of a counselor for diversity recruitment. He also noted that State College of Florida is the biggest feeder school for USFSM, with 70 percent of students from there.

Malcolm Randolph discussed recruiting diverse populations. He said USF uses blind admission based on academic profile, but prioritizes recruitment of low income, high ability, and underserved populations.

There was discussion about whether GPA is a better success indicator than scores.

iv. Financial packaging to promote student success – Billie Jo Hamilton, Associate Vice President, Enrollment Planning and Management, USF

Ms. Hamilton noted the US Department of Education and the Florida Department of Education currently view USF as one campus. While there is no distinction in packaging aid by the student's campus, there are funds restricted to campuses. An annual planning retreat includes representatives from all three campuses.

She described the types of financial aid, including scholarships, grants, and loans. Scholarships (like Bright Futures) are based on talent. Grants are need based (Pell, State, Federal, Institutional).

Ms. Hamilton described the Financial Aid process for merit-based institutional scholarships. Once admitted, FAFSA applications are processed. Students are notified by December 1 of their aid. Student enrolls, USF then pays their aid.

She said that USF tries to distribute aid in an equitable way and limits the funds one student can get to leverage it for more students.

v. Promoting access to success through FUSE (See Meeting Materials) - Dr. Paul Nagy, Special Assistant to the President for Strategic Planning, Hillsborough Community College and Dr. Jesse Coraggio, Associate Vice President of Institutional Effectiveness, Research and Grants, St. Petersburg College

Dr. Nagy's presentation outlined the FUSE Program, an articulation agreement between the University of South Florida System (USF-Tampa, USFSP, USFSM) and eight state college institutions: Hillsborough Community College, St. Petersburg College, State College of Florida, College of Central Florida, Pasco-Hernando State College, Polk State College, South Florida State College, Santa Fe College.

The aim of the FUSE program is to increase the number of students completing an AA degree at a State College and transferring to any USF System Institution. It provides academic pathways that have been approved by both institutions for selected majors with pre-requisites for each.

vi. General barriers to access and recommendations to remove such barriers - Linda Norris, Manatee High School, College and Career Advisor, Judy Vigue, Director of Advanced Studies & Academic Excellence for Pinellas County Schools

Linda Norris described some barriers to college her students face:

- Financial: Families are not fully aware of the full costs of tuition, fees and housing.
- Misinformation about financial aid programs: There is a general lack of understanding about FAFSA and what it means for the students and their families. Some students believe if they qualify for FAFSA, they have a full ride; others don't complete the FAFSA because their family does not want to provide the necessary information.
- Academic Preparedness: Better communication is needed at an early age to discuss the rigor needed to get into college. Additionally, some students are not motivated and their family may not be equipped to help them.

Judith Vigue described general barriers and lack of knowledge to access in K-12. She echoed Ms. Norris' statement regarding the lack of understanding about financial aid programs and suggested building a capacity of counselors would help. Additionally, providing information to students in 7th or 8th grade and help the average student soar and by bringing students to walk college campuses to see what college looks and feels like will help increase awareness. Also, knowing what flat minimums scores are so that student can work to achieve them is also very helpful.

IV. Public Comment

Ric Davis, president of the Concerned Organization for Quality Education for Black Students (COQEBS) explained his organization has enjoyed a decades-long relationship with USFSP. He encouraged the Task Force and leadership not lose sight of recent diversity goals on the journey to consolidation.

Beverly Hicks, also of COQEBS, asked the committee to remain focused on how the children of St. Petersburg navigate into college, noting that when a child is in a school that is concerned about them in their early years, they succeed.

Ann Taylor, of Sioban Investment, said that one day she hoped to see the financial gap for all children eliminated, noting for a need for increased financial aid programs and support of collaborations between the state colleges.

State Representative Wengay Newton provided a brief background on his district and background. He noted the topic of access is extremely important to him and his district.

V. Adjournment

Chair Frazier thanked all participants and adjourned the meeting at 12:30 pm

The next Scheduled hearing is Tuesday, July 17, 2018, 2:00-4:00 PM at USF Sarasota/Manatee, Selby Auditorium.

UNIVERSITY OF SOUTH FLORIDA

Consolidation Planning Study and Implementation Task Force



Southern Association of Colleges and Schools – Commission on Colleges

USF System SACSCOC Accreditation Liaisons

USFSM: Bonnie Jones

USFSP: Michelle Madden

USFT: Michael Wrona

SACSCOC Mission

- Enhancement of education quality
- Improvement of the effectiveness of institutions
- Ensuring that institutions meet standards established by the higher education community
- Addressing the needs of society and students

SACSCOC Core Values

- Integrity
- Peer Review/Self-Regulation
- Student Learning
- Continuous Quality Improvement
- Accountability
- Transparency

Accreditation by SACSCOC

1. Institution has a mission appropriate to higher education.
2. Institution has resources, programs and services sufficient to accomplish and maintain that mission.
3. Institution maintains clearly specified education objective consistent with its mission and appropriate to the degrees it offers.

SACSCOC Philosophy of Accreditation

SACSCOC supports

- the right of an institution to pursue its own educational mission as inherent in fundamental values of institutional autonomy;
- the right of faculty members to teach, investigate, and publish freely;
- and the right of students to access opportunities for learning and for the open expression and exchange of ideas.

However, **exercising these rights should not substantially interfere with the overriding obligation of an institution to offer a sound educational experience that optimizes student achievement outcomes.**

SACSCOC Principle 10.5

- The institution publishes admissions policies consistent with its mission.
- Recruitment materials and presentations accurately represent the practices, policies, and accreditation status of the institution.
- The institution also ensures that independent contractors or agents used for recruiting purposes and for admission activities are governed by the same principles and policies as institutional employees.
(Admissions policies and practices)

SACSCOC Policies

- [Advertising and Student Recruitment](#)
- [Agreements Involving Joint and Dual Academic Awards](#)
- [Credit Hours](#) (Tied to Federal Requirements)
- [Direct Assessment Competency-Based Educational Programs](#)
- [Distance and Correspondence Education](#)
- [Dual Enrollment](#) (New Policy Adopted June 2018)
- [Quality and Integrity of Undergraduate Degrees](#)

Dual Enrollment Policy (New in 2018)

- Refers to courses taught to high school students for which students earn both high school credit and college credit.
- Dual enrollment courses and programs must comply with the Principles of Accreditation, irrespective of where they are located or how they are delivered.
- Students must have access to faculty qualified to teach university courses; university library and learning resources; academic and student support services that are available to students on campus; and adequate facilities.
- **Institutions may not offer courses which combine students enrolled in the college course with students who are only receiving high school credit.**

Quality and Integrity of UG Degrees

- SACSCOC is supportive of creative educational pathways that increase the percentage of Americans who hold undergraduate degrees.
- However, **SACSCOC has an obligation to ensure that these educational pathways maintain or enhance the quality and integrity of undergraduate degrees.**
- Degree programs must revolve around a coherent body of knowledge and skills, including an appropriate general education component.
- Courses accepted for transfer must be comparable in content and learning outcomes to courses offered by USF, and must rise above the level of basic skills and constitute more than a training experience.

Educational Pathways/Blocks of Credit

All lower-division courses, including those within blocks of credit which are subject to institutionally-created educational pathways and/or state-wide transfer policy:

- (1) are expected to meet transfer-level quality accreditation standards, or
- (2) where such educational pathways intentionally include the articulation of courses labeled as “not intended for transfer,” the parties to the educational pathway must demonstrate that there are comparable course content and comparable learning outcomes, and ensure that courses rise above the level of basic skills and constitute more than a training experience.

All courses comprising a block of credit being transferred must be unbundled and recorded individually on the student transcript.

Specialized Programmatic Accreditors

- SACSCOC accredits institutions.
- Specialized accreditors accredit academic programs (e.g., in business, education, engineering, the arts).
- Many specialized accreditors require analyses of student success broken down by location and mode of delivery (classroom vs. online).
- Failure to demonstrate comparable student outcomes among students in Tampa, Sarasota, and St. Petersburg, and among students taking courses online, could put some specialized program accreditations at risk.
- USF T = 107, USF SP = 20, USF SM = 13
- 35 Specialized Accreditors

Admissions

Serge Desir, Director of Undergraduate Admission
USFSP

Andy Telatovich, Director of Admission and Financial Aid
USFSM

Streamlined Process

- One unified university
- One application
 - Prioritize campus and major associated with campus
- One set of dates and deadlines
- One admissions grid
 - Grid changes during admissions cycle
- One scholarship grid
- One consolidated admissions process

Single Criteria Admit Projections

Projected effect on First Time in College (FTIC)
students

USF St. Petersburg

USF Sarasota-Manatee

Term of Entry

Differentiating Term of entry: Summer, Fall, & Spring

Focus on:

Communication

Marketing

Yielding

Summer Bridge Programs

Creative Outreach

- Local High School Partnerships
 - Tailored to schools' needs
 - Increased on-site activities
- Title I Schools
 - Specialized marketing
 - Enhanced communication efforts with counselors and advisors
- Recommendation: Outreach Offices at Sarasota and St. Petersburg
 - Community and development driven
 - Cultivate middle school pipelines

ACADEMIC PROGRAMS

- Accounting
- Affiliated Economics
- Anthropology
- Biology
 - Biomedical Sciences
 - Ecology and Evolution
 - General Biology
 - Marine Biology
 - Plant Biology
- Business Economics
- Criminology
- Education
- Educational Studies
- English
 - Literature and Cultural Studies
 - Writing Studies
- Entrepreneurship
- Environmental Science and Policy
 - Environmental Policy
 - Environmental Science
 - Environmental Sustainability
- Finance
- Forensic Studies and Justice
- Geospatial Analysis and Geography
 - Geospatial Science
 - Society and Environment
- Global Business
- Graphic Arts
 - Graphic Design
 - Illustration
- Health Science
 - Communication Sciences and Disorders
 - Healthcare Administration
 - Integrated Health Sciences
 - Public Health
- History
 - Interdisciplinary Social Sciences
 - Anthropology
 - Criminology
 - Economics
 - Environmental Policy
 - Geography
 - History
 - International Studies
 - Latin American Studies
 - Political Science
 - Psychology
 - Social Work
 - Sociology
- Management
 - Management Information Systems
- Marketing
- Mass Communications
 - Journalism and Media Studies
- Mathematics: Computational and Applied
- Political Science
- Psychology
 - World Languages and Cultures
 - French and Francophone Studies
 - Spanish and Latin American Studies
 - Dual Spanish and French Studies

Expand Alternative Entry

- FUSE
 - Two-way applicant flow
 - Celebratory referrals
 - Enhanced transfer pipeline development
- Specialized Educational Partnerships
 - County/region-driven pathways
 - Middle → High → FCS → USF
 - Launching with USFSP/SPC now
- Summer Bridge Program Acceleration
 - Local
 - USFSM's model outcomes
 - *Recommendation: Explore multiple Summer Bridge Program options*

Questions?

Diversity, Inclusion and Equal Opportunity

Cecil E. Howard, J.D.
Interim Associate Vice President,
Chief Diversity Officer and
Title IX Coordinator

Commitment to Diversity

“...USF acknowledges the educational benefits of diversity in education and is committed to maintaining a diverse student body at the undergraduate and graduate levels, as well as perpetuating initiatives that enhance the diversity of the campus climate, curriculum, student body, faculty, staff and administration...”

USF System & Tampa Undergraduate Headcount

	NON RES ALIEN	HISPAN	BLACK	AMER. IND.	ASIAN	WHITE	NAT. HAWAII	2 OR MORE	NOT REPORT	TOTAL
USF SYS										
2014	4%	19%	10%	>1%	6%	55%	>1%	4%	1%	100%
2015	5%	20%	10%	>1%	6%	54%	>1%	4%	1%	100%
2016	5%	20%	10%	>1%	6%	52%	>1%	4%	2%	100%
2017	6%	20%	10%	>1%	6%	51%	>1%	4%	3%	100%
USF TPA										
2014	4%	20%	11%	>1%	6%	53%	>1%	4%	1%	100%
2015	5%	21%	11%	>1%	6%	51%	>1%	4%	1%	100%
2016	6%	21%	10%	>1%	7%	50%	>1%	4%	2%	100%
2017	6%	21%	10%	>1%	7%	48%	>1%	4%	3%	100%

USFSP & USFSM

Undergraduate Headcount

	NON RES ALIEN	HISPAN	BLACK	AMER. IND.	ASIAN	WHITE	NAT. HAWAII	2 OR MORE	NOT REPORT	TOTAL
USFSP										
2014	>1%	15%	7%	>1%	4%	67%	>1%	3%	1%	100%
2015	>1%	16%	8%	>1%	4%	65%	>1%	4%	2%	100%
2016	>1%	16%	8%	>1%	4%	64%	>1%	4%	4%	100%
2017	>1%	17%	8%	>1%	3%	63%	>1%	4%	3%	100%
USFSM										
2014	>1%	14%	7%	>1%	2%	72%	>1%	2%	2%	100%
2015	1%	15%	6%	>1%	2%	71%	0%	2%	2%	100%
2016	1%	14%	5%	>1%	3%	72%	>1%	3%	2%	100%
2017	2%	16%	5%	>1%	2%	70%	0%	3%	2%	100%

Current Practices @ USF Tampa

- Student Support Services (SSS)
- College Reach Out Program (CROP)
- Upward Bound

Current Practices @ USFSP

- ❑ St. Pete Scholars
- ❑ Emerging Scholars
- ❑ Chancellor's Leadership Council
- ❑ USFSP/SPC Partnership
 - FUSE scholarships
 - Blue/Gold scholarships
 - Recruiters/advisers
 - Community forums

Current Practices @ USFSM

- Recruiter position focused on Latino students
- Recruiter position focused on African-American students
- Take Stock in Children Partnership that provides tuition scholarships to students

Recommendations

1. Continue to drive home the important message about student success.
2. Continue strategic partnerships with schools, school districts and community colleges.
3. Continue to identify creative sources of financial assistance that will attract students from underserved populations.
4. Continue to identify and strengthen programs that contribute to overall students success such as mentoring, peer counseling, athletics, recreation, LLCs, etc.

Questions

UNIDOS NOW

*Vision:
Empowering Latinos to achieve their
American Dream*

*Mission:
To elevate the quality of life of our growing Hispanic/Latino
community through education, integration, and civic engagement*

THE DREAM TEAM



Luz Corcuera
Executive Director



Hector Tejeda
Director, Education Initiatives



Lisa Ramirez
Director, Strategic Initiatives



Juan Arcila
Manager, Education Initiatives



Wendy Barroso
Manager, Education Initiatives



Beatriz Paniego-Bejar
Communications Director

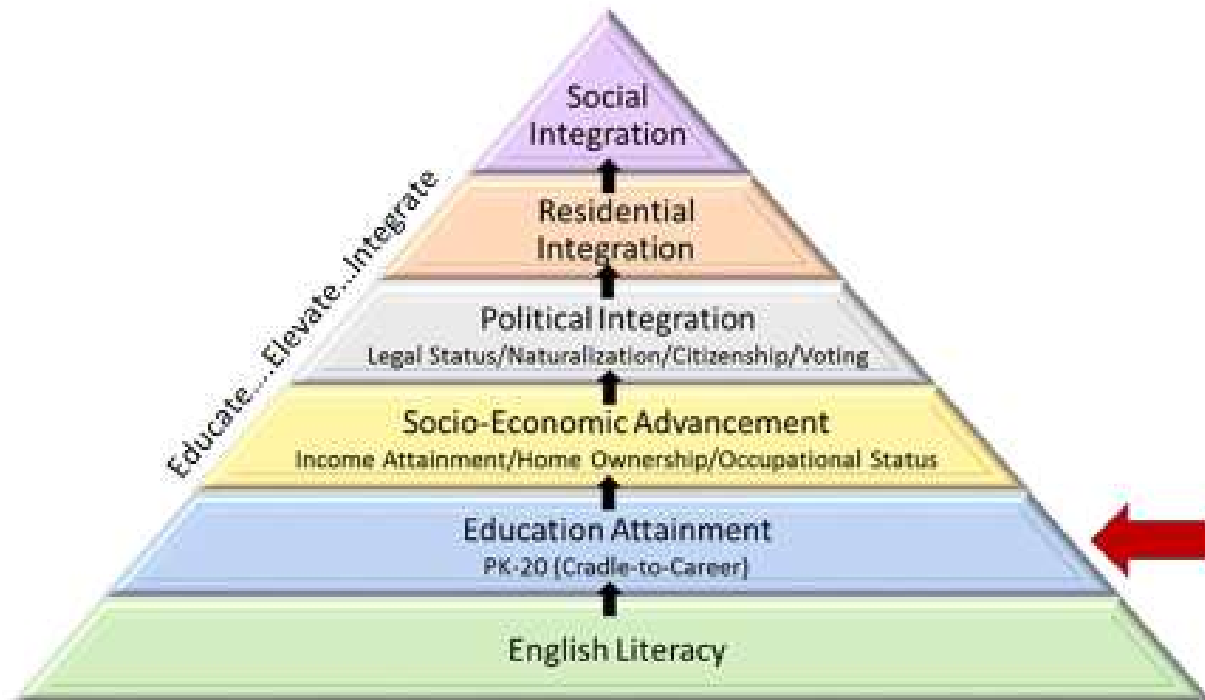


Robin Groelle
Education Consultant



OUR VISION

“Empowering Latinos to achieve their American dream”

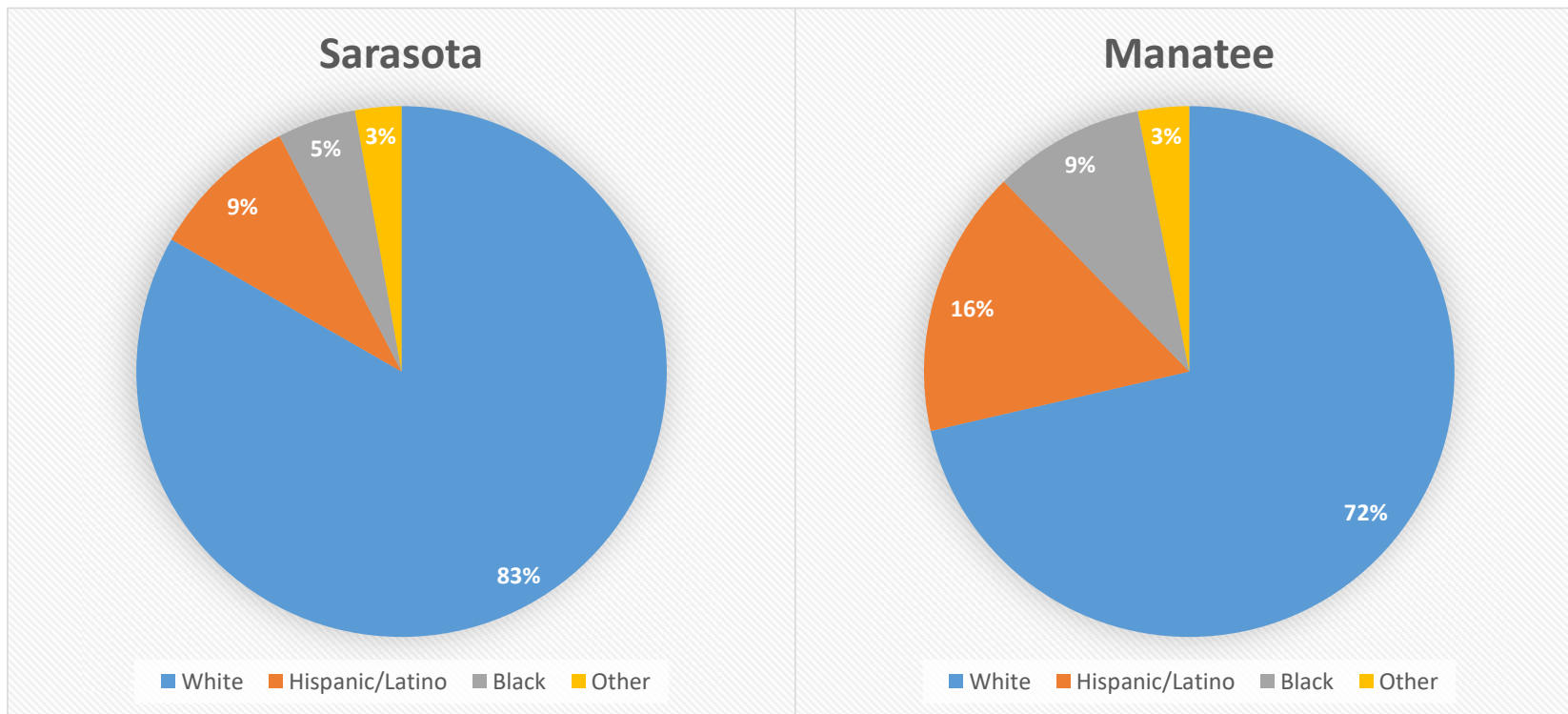


INTRODUCTION TO EDUCATION ATTAINMENT

		Kindergarten Readiness Moms and Babies Support	Elementary School Families Together and FLAG	Middle School FLAWS	High School High School Clubs and GANAS	Post-Secondary Enrollment FLA and GANAS	Post-Secondary Completion	Adult Education
Adults	65+							
	25-64							DO NOT TARGET
	18-24						SECONDARY TARGET	
High School					PRIMARY TARGET			
Middle School					PRIMARY TARGET			
Elementary School					PRIMARY TARGET			
Pre-School					PRIMARY TARGET			
Parental and Community Engagement								

UNIDOS NOW

Population Sarasota and Manatee Counties

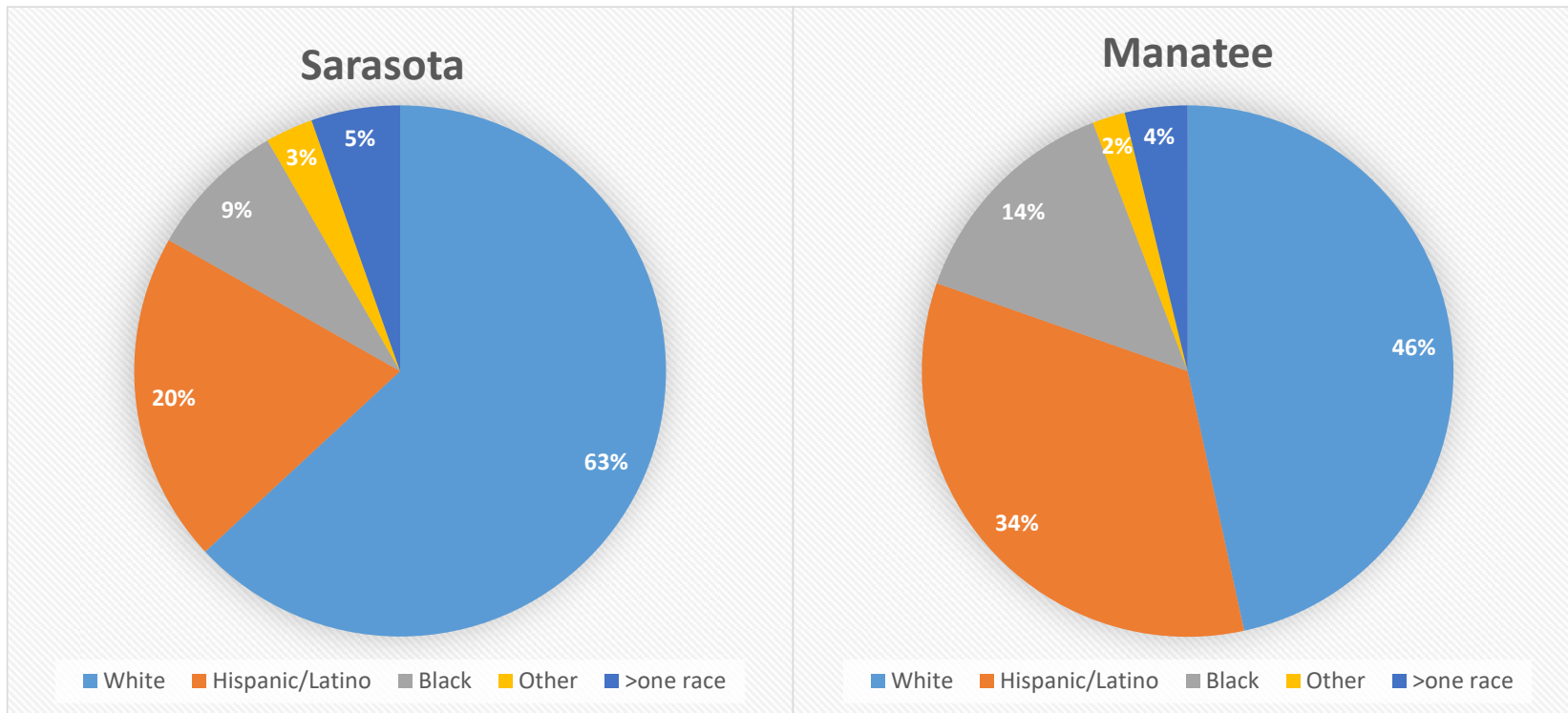


Engaging Hispanics/Latinos



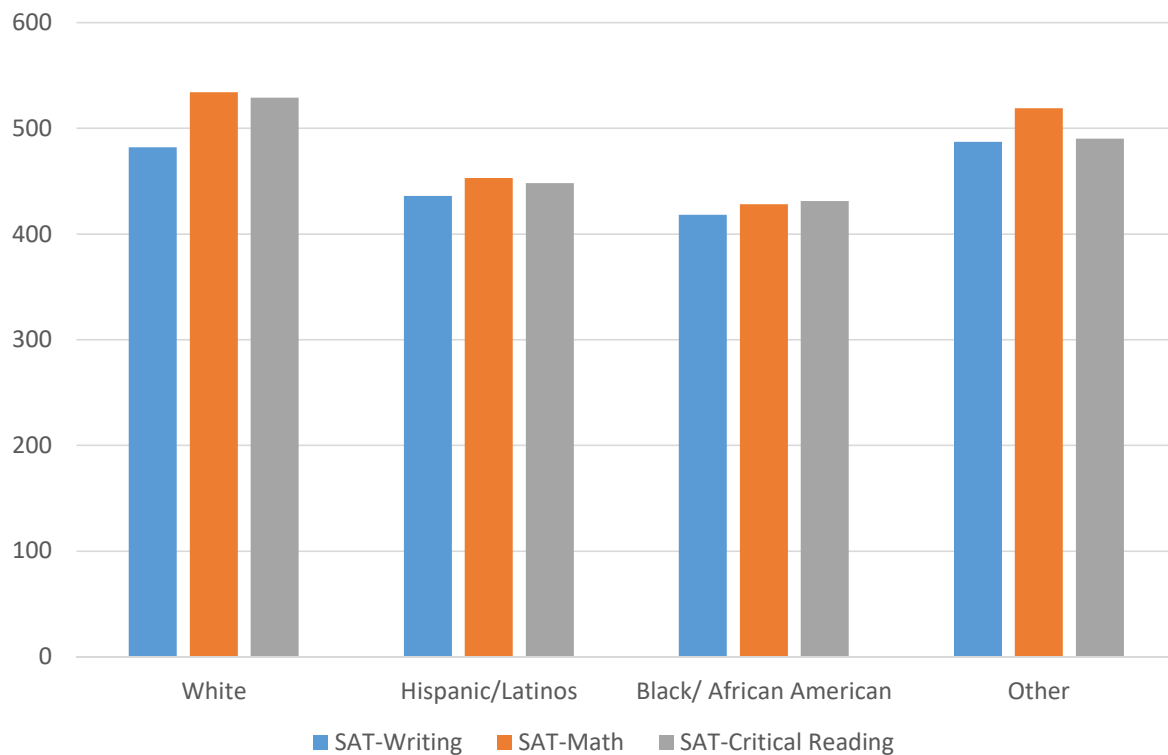
- Hispanic/Latino perception that Universities are for the rich.
- Invite Hispanic/Latino families for a college night.
- USFSM has a population of 13.8% Hispanic/Latino
- Create a culture of inclusivity for new Hispanic/Latino families in the region by incorporating English as a second language classes.
- FUSE- Create a special program/ incentive for Hispanics/Latinos to join.
- Financial Aid: Incentives with Hispanic/Latino scholarships
- Hiring practices need to include bilingual and bicultural staff.

School Enrollment K-12



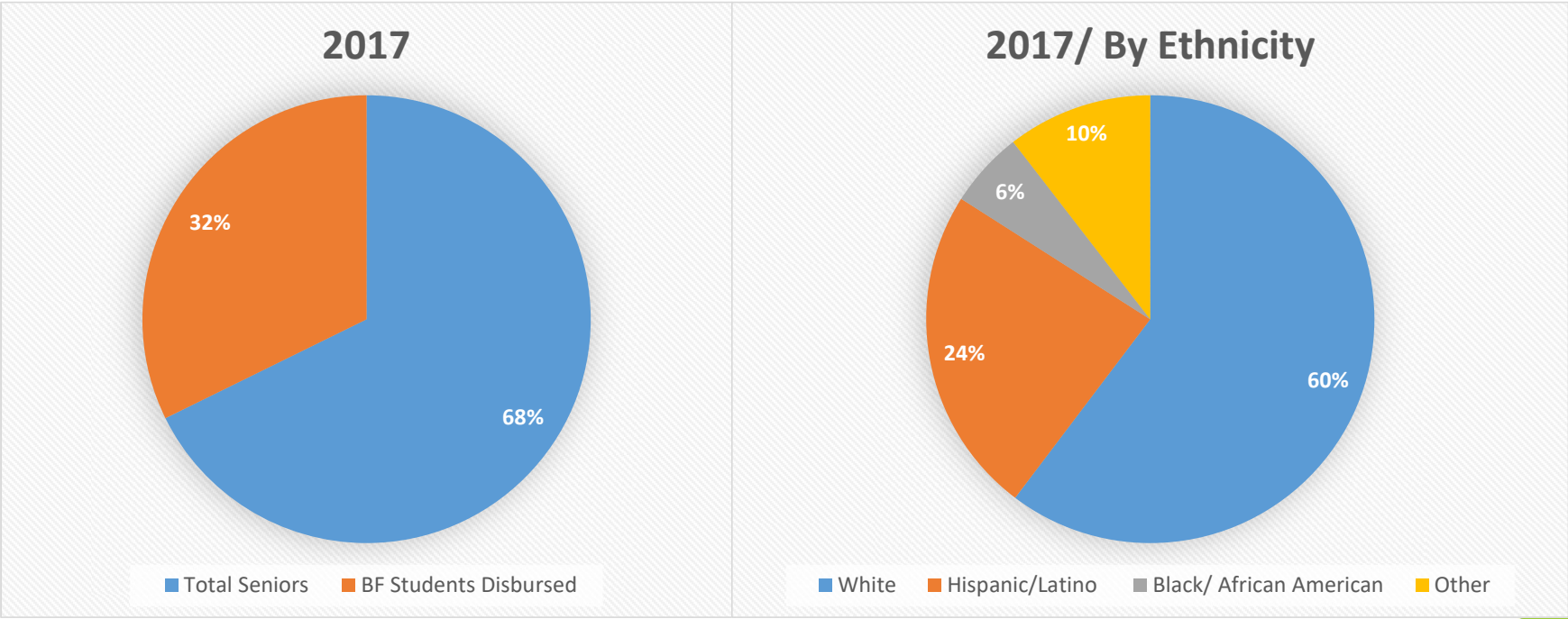
Source:
FL Department
of Education

SAT AVERAGES BY ETHNICITY



Source:
National Center
of Education
Statistics

Florida Bright Futures Disbursement



Source:
Florida Bright
Futures
Scholarship
Program

2017 FAFSA Completion

2017-18 School Year
(10/1/17 - 5/31/18)

2016-17 School Year
(10/1/16 - 5/31/17)

12th Graders:

3,017

FAFSAs
Submitted:
1,777

FAFSAs
Completed:
1,642



12th Graders:

3,026

FAFSAs
Submitted:
1,816

FAFSAs
Completed:
1,682



Sarasota County

2017-18 School Year
(10/1/17 - 5/31/18)

2016-17 School Year
(10/1/16 - 5/31/17)

12th Graders:

3,193

FAFSAs
Submitted:
1,448

FAFSAs
Completed:
1,299



Manatee County

12th Graders:

3,117

FAFSAs
Submitted:
1,531

FAFSAs
Completed:
1,366



Financial Aid

- The gap in financial aid becomes greater because state funds are difficult to obtain.
- Local scholarships are limited in numbers and Latinos are underrepresented.
- DACA and undocumented students are not eligible for federal or state funds. Private scholarships are needed to recruit these talented students.
- Poverty is a real issue facing Latinos. The majority of the students have more than one job to help support their families.

UNIVERSITY OF SOUTH FLORIDA

Consolidation Planning Study and Implementation Task Force



UNIVERSITY OF SOUTH FLORIDA



USF ONLINE EDUCATION

USF Sarasota-Manatee | USF St. Petersburg | USF Tampa

July 17, 2018

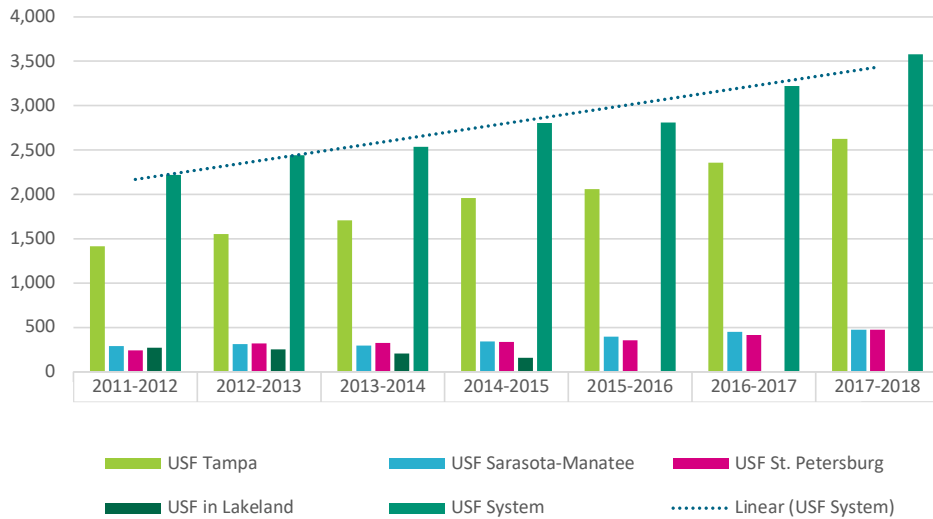


USF Online Education

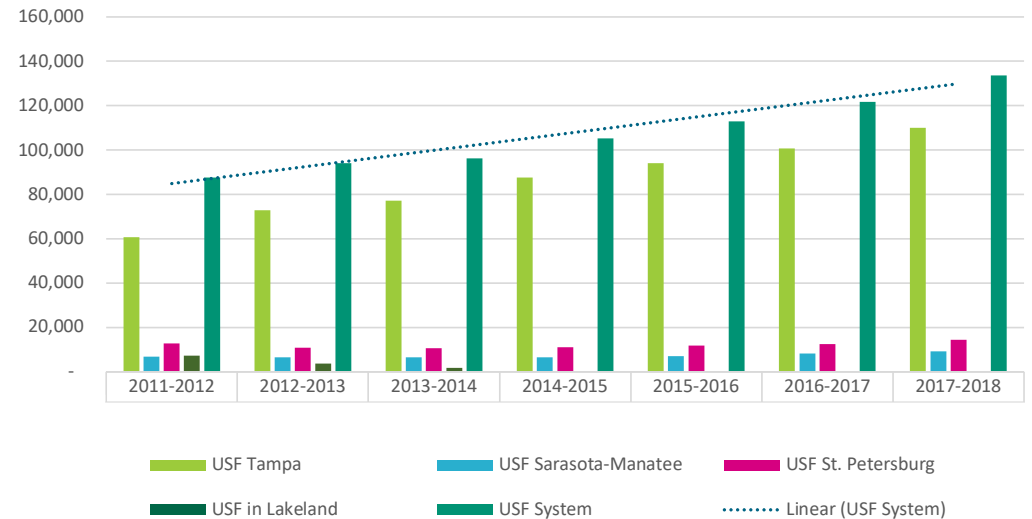
- Aligns mission with strategic plans
- Focuses on student success by partnering with faculty to develop high-quality, media-rich online courses that adhere to research-based best practices
- Utilizes technology to impact learning, outcomes and access
- Supports faculty through ongoing training and consultation
- Integrates the latest multimedia content and technologies
- Commits to meeting the needs of today's learners

Enrollment Performance

USF System Online Sections - AY 2017-2018



USF System Online Enrollments - AY2017-2018



By the Numbers

17%

of all USF degree programs are fully online

31%

of total SCH is delivered online

62

fully online graduate certificates

133,679

enrollments were filled in online classes in 2017-18

18

fully online undergraduate degree programs

3,576

online sections delivered in 2017-18 through 1,478 distinct courses

67%

Of USF System online degree programs align with BOG Programs of Strategic Emphasis by CIP

54

fully online graduate degree programs

System-Wide Initiatives

BOG State University System *2025 Strategic Plan for Online Education*

- Access, quality and affordability
 - The plan has 9 goals, 15 strategies, and 49 tactics to achieve the 18 performance indicators.
 - Quality designations
 - OER/E-texts
 - Student Services
 - STEM Workshop
 - Research consortium
 - TOPkit

Access for Success

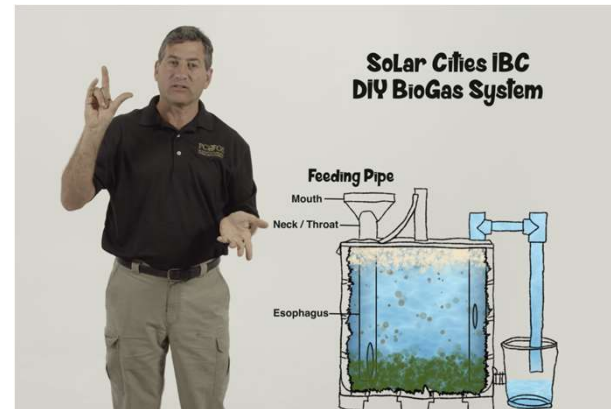
Students across campuses will have equal and equitable opportunities to take full advantage of the courses USF offers:

- Expanding access by removing barriers of geography and time; allows students to personalize the learning process based on what works best for them;
- Utilizing technology to develop and deliver courses focused on student-centered learning and outcomes;
- Drawing from best practices in online and f2f methods, blended learning to meet the needs of today's learners.

Faculty Engagement



Getting Started: Introduce yourself...	Meet the E-Learning Services Team	Module 1 Knowledge Check: Intro...	Module 2 Knowledge Check: Build...
Out of 1	Out of 1	Out of 10	Out of 10
-	Assignment Details	-	-
✓	SpeedGrader	10	8.67
✓	Message Students Who...	10	9.67
✓	Set Default Grade	9	9
✓	Mute Assignment	-	-
-	-	-	-
✓	✓	9	10
✓	✓	9	10
✓	✓	8	9
-	-	-	-



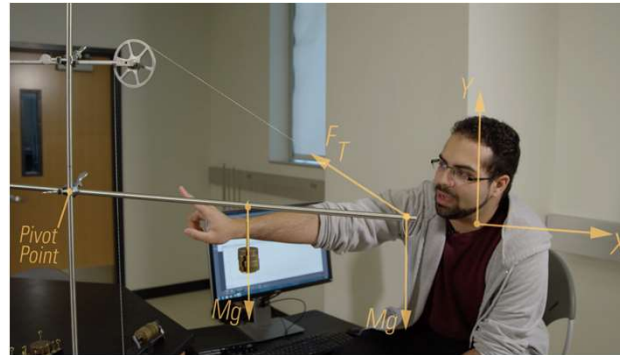
Experiential Learning



Civic Engagement in the Online Classroom

“Students participated in a broad array of civics projects for the first assignment attended City Council meetings, visited State Representatives in their District offices, volunteered for a community agency, registered new voters...I was quite pleased with the creativity that students demonstrated in their projects...”

Dr. Scourfield McLauchlan, Associate Professor of Political Science, University of South Florida St. Petersburg



Interactive Vector Exercise

This is an unbalanced system. To make it balance, you need to introduce an opposite resultant vector to bring the dotted circle back to the center of the big circle.

All angles are respect to the positive x-axis (measured counterclockwise).

Choose the correct vector below:

$|\vec{F}_3| = 1.86 \text{ N}$ $|\vec{F}_4| = 1.20 \text{ N}$

Next



Introduction to Forensic Science

Table of Contents | Transcript

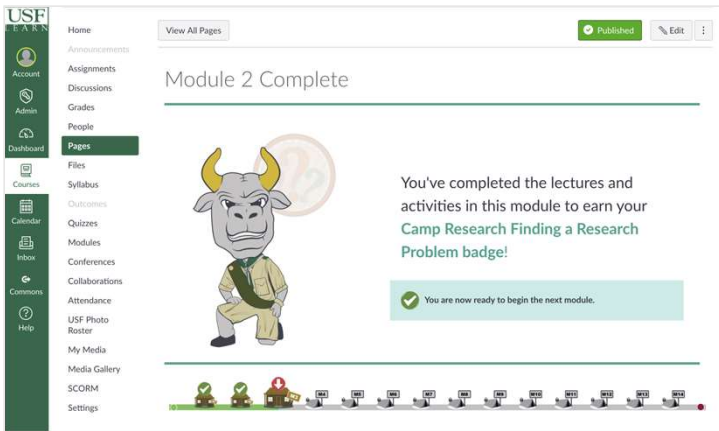
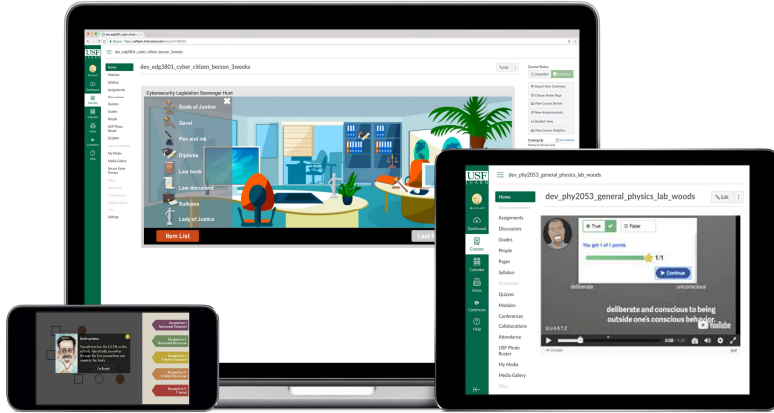
- Basic Evidence
- Lab Prep
- Blood Spots
- Bloodstain Pattern Analysis Basics
- Smearing Samples
- Blood Evidence Testing
- Two Basic Types of Tests
- Conclusion

Introduction to Blood Evidence and Tests

Lab Prep

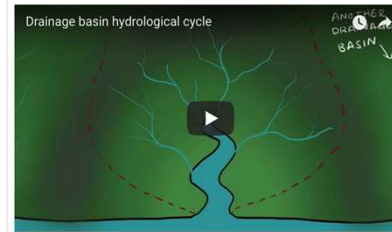
- Prepare a clean space for your lab experiment.
- Collect the synthetic blood and pipettes from your kit.
- Gather the materials for blood prints.

Student Engagement



M1.1 Guest Lectures -- Review Hydrologic Processes

Guest Lectures



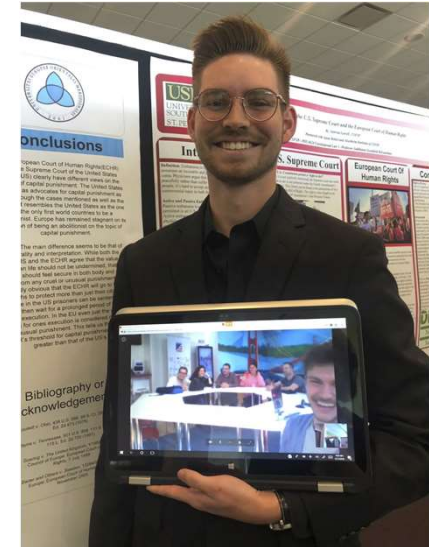
Review of Hydrologic processes: Drainage basin hydrological cycle

Water Resources GIS is fundamentally concerned with using GIS to model and understanding the movement of water. Therefore, we need to revisit our introductory science class and review the basic concepts related to the water cycle and drainage basins.



Review of Hydrologic processes: Aquifers in Florida

Water Resources GIS is also concerned about groundwater, especially in Florida where there is usually a strong connection and interaction between groundwater and surface water. This brief video introduces the typical aquifers in Florida.



USFSP-SEEU Joint Presentation at Undergraduate Research Symposium at USFSP

Interactive Learning

Cybersecurity Legislation Scavenger Hunt

Scale of Justice
Gavel
Pen and ink
Diploma
Law book
Law document
Suitcase
Lady of Justice

Anyone looking at postings today on Facebook, Twitter, MySpace, YouTube, and myriad other sites will quickly come across numerous postings that are crude, tasteless, disturbing, and lacking in social value. Many of these postings, however, are arguably protected by this Constitutional right.

Drag the matching law or policy on the right to here.

Cybersecurity Act of 2015

Florida Statute Chapter 668
Executive Order 13636
First Amendment
Section 702 of the Foreign Intelligence Surveillance Act
Section 215 of the USA Patriot Act
Executive Order 12333

Item List Submit Last Room Next Room

MOO BY VISUALIZE, INTERPRET & PRESENT DATA

TIME SERIES PLOTS

MEASURE OF CENTRAL TENDENCY
STEP-AND-LEAF DIAGRAMS
PARVET CHARTS

MEASURE OF DISPERSION
FREQUENCY DISTRIBUTIONS & HISTOGRAMS
BOX PLOTS

Assumption 1 - Autosomal Dominant

Step 1 - Assign alleles
A - trait a - normal

Step 2 - Genotypes and traits
AA - trait
Aa - trait
aa - normal

Step 3 - Assign genotypes

Step 4 - Confirm assumption
 Yes, it's possible
 No, it's not possible.

Make your selection, then click Submit.

Submit

Discovering Patterns

What can we learn?

A Range of Summary Statistics

Price	SqFt	Bedrooms	Bathrooms
Min: 1 499,000	Min: 1,800	Min: 12,000	Min: 12,000
1st Qu: 1113,325	1st Qu: 1,980	1st Qu: 13,000	1st Qu: 12,000
Median: 1239,500	Median: 2,000	Median: 13,000	Median: 12,000
Mean: 1104,727	Mean: 2,001	Mean: 13,023	Mean: 12,445
3rd Qu: 1462,750	3rd Qu: 2,140	3rd Qu: 13,000	3rd Qu: 13,000
Max: 2,112,000	Max: 2,590	Max: 15,000	Max: 14,000

What do you think?
House prices are right skewed.
Why?

Type your answer here then click Send.

Send

Understand the summary statistics
Generate new insight

Challenges

- Meeting expectations for deliverables:
 - Time and resources to meet goals of task force
 - Dedicated faculty time for online course development
 - Recruiting and retaining highly skilled instructional designers in a competitive job market
 - Cost of design and development of quality online courses
- Designing and developing online STEM labs
- Balancing the need to create new online offerings with the need to evaluate and enhance existing online courses
- Ever-changing technologies

Opportunities

- Broadens access and enhances student success
- Creating opportunity for development of digital learning in a variety of delivery formats (i.e. technology-rich hybrid)
- Negotiating multi-year/multi-campus contracts
- Master Courses
- Shared resources
- Future delivery of online programs nationally