



# FLORIDA EQUITY REPORT | 2015-2016



UNIVERSITY OF  
SOUTH FLORIDA®  
SYSTEM



Florida Equity Report:  
Enrollment, Sex Equity in Athletics and Employment  
Report Year: 2015-2016

University of South Florida

Data Year: July-June, 2014-2015

Approved by:

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Chair, USF Board of Trustees (or designee)

Approved by:

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Dr. Judy Genshaft, USF System President

Submitted by:

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Dr. Jose E. Hernandez, USF Chief Diversity Officer

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



### **Introduction**

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

#### **A. Description of Plan Development**

The USF Office of Diversity, Inclusion and Equal Opportunity (DIEO) coordinated and compiled the Florida Equity Report with several university system departments associated with each report section. These individuals are listed on Appendix A. DIEO secured data from the Office of Decision Support including IPEDS (Integrated Post-Secondary Education Data System), hiring data from the Office of the Provost and Human Resources Information and Solutions, student services data from various Student Affairs and Student Success offices and Athletics. Prior to submission, the data was reviewed by the Executive Committee for data integrity, the Academic and Campus Environment Committee of the Board of Trustees and finally the President and the Board of Trustees of USF.

#### **B. Summary of Institutional Progress**

#### **Policies and Procedures in Support of Equity (Part II)**

USF System policies for Non-Discrimination and Title IX were reviewed in 2015-16 and technical revisions were made to the policy along with definitional pieces that resulted from guidance from the federal department of education and current best practices.

#### **Academic Programs (Part III)**

USF System First Time in College (FTIC) enrollment of underrepresented students continues to be a significant at 41.4%, and female enrollment remains at 58.5%. USF System Transfer enrollment of underrepresented students also remained at 41.6%, female transfers at 56.3%. The USF System has consistently enrolled 41% Pell Grant eligible students and indicates USF's commitment to economically disadvantaged students. This trend has been sustained in past five years. Since 2010 the USF System has seen a 22% increase in veteran student enrollment. Additionally, the USF System has substantially increased the number of degrees awarded to Black and Hispanic students and the six year graduation for all students increased from 51% to 68% in five years. During that time period the achievement gap among underrepresented groups was eliminated and in some cases underrepresented students graduate at a higher rate than White students. The USF System recognized the gender gap in male graduation rates across the three institutions and has begun to develop strategies to improve male graduation rates. While there have been slight changes within the diversity of the student body, all three system institutions USF Tampa, USFSP, and USFSM have strategic initiatives to continue to outreach underrepresented students and maintain a strong diverse student body that remains equitable.

## **Gender Equity (Part IV)**

The USF System is compliant in all areas. USF Athletics has been reviewing the feasibility of additional opportunities for females in sports and the possibility of an additional conference sport for women that will narrow the gap in proportionality.

## **Employment Presentation (Part V)**

The total number of faculty system wide increased by 110 positions in 2015. Of these, tenured faculty increased by 3.6% (N=28) from previous year, tenure track increased by 2.8% (N=9) and non-tenured track increased by 10.6% (N=73). Of the total 110 faculty positions, 46% were diverse faculty. As it related to gender, 42 new faculty members were females representing 38%. In a comparison with 47 selected group of Associations of American University (AAU) peers and Florida system research institutions USF ranks 8<sup>th</sup> for African American faculty, 7<sup>th</sup> for Hispanic faculty and 4<sup>th</sup> for female faculty.

## **Areas of Improvement and Achievement (Part VI)**

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

## **Protected Class Representation in the Tenure Process (Part VII)**

Female faculty members in the USF System participated in the tenure granting process and there appear to be no artificial barriers. Of the 46 total applicants, 40 (87%) were granted tenure, three were denied, and three deferred. All underrepresented faculty were granted tenure, while three females deferred, and one female of 17 females who applied was denied tenure. This pattern of success among female and underrepresented faculty was evident in previous year.

## **Promotion and Tenure Committee Composition (PART VIII)**

There has been a presence of female and underrepresented faculty in the tenure process and the USF system encourages diverse faculty participation in the tenure committee composition.

### **C. Budget Plan**

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

## **PART II | Review of Policies and Procedures**

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

**A. Diversity and Equal Opportunity Policy, Policy 0-007**

<http://regulationspolicies.usf.edu/policies-and-procedures/pdfs/policy-0-007.pdf>

**B. Sexual Misconduct/Sexual Harassment Policy, Policy 0-004**

<http://regulationspolicies.usf.edu/policies-and-procedures/pdfs/policy-0-004.pdf>

**C. Disability and Accommodations Policy, Policy 0-108**

<http://regulationspolicies.usf.edu/policies-and-procedures/pdfs/policy-0-108.pdf>

**D. Veterans Services for Students Policy, Policy 34-001**

<http://regulationspolicies.usf.edu/policies-and-procedures/pdfs/policy-34-001.pdf>

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

## PART III | Academic Program Reviews

The Academic Program Reviews covers undergraduate, graduate, and first professional degree enrollment as required by Florida statute. Charts 1-8 and the corresponding narrative will address section A, B, and C. These data are obtained from the Office of Decision Support through the Integrated Postsecondary Education Data System (IPEDS).

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

**Table 1. First Time in College Enrollment**

**USF System**

| <b>Table 1a. First-Time-In-College Enrollment, Fall 2015, Fall 2014, and Fall 2010</b> |            |          |              |          |          |               |          |              |            |              |
|--|------------|----------|--------------|----------|----------|---------------|----------|--------------|------------|--------------|
|  | <b>NRA</b> | <b>B</b> | <b>AI/AN</b> | <b>A</b> | <b>H</b> | <b>NH/OPI</b> | <b>W</b> | <b>≥ TWO</b> | <b>UNK</b> | <b>TOTAL</b> |
| <b>Men</b>   | 98         | 134      | 1            | 165      | 402      | 5             | 1056     | 91           | 21         | 1973         |
| <b>Women</b>   | 101        | 260      | 2            | 182      | 595      | 5             | 1468     | 124          | 43         | 2780         |
| <b>Total FTIC Fall 2015</b>  | 199        | 394      | 3            | 347      | 997      | 10            | 2524     | 215          | 64         | 4753         |
| <b>Category % of Total Fall 2015</b>   | 4.2%       | 8.3%     | 0.1%         | 7.3%     | 21.0%    | 0.2%          | 53.1%    | 4.5%         | 1.3%       | 100.0%       |
| <b>Total FTIC Fall 2014</b>  | 199        | 430      | 8            | 366      | 883      | 10            | 2434     | 212          | 56         | 4598         |
| <b>Category % of Total Fall 2014</b>   | 4.3%       | 9.4%     | 0.2%         | 8.0%     | 19.2%    | 0.2%          | 52.9%    | 4.6%         | 1.2%       | 100.0%       |
| <b>Total FTIC Fall 2010</b>  | 70         | 541      | 12           | 290      | 952      | 14            | 2727     | 159          | 54         | 4819         |
| <b>Category % of Total Fall 2010</b>   | 1.5%       | 11.2%    | 0.2%         | 6.0%     | 19.8%    | 0.3%          | 56.6%    | 3.3%         | 1.1%       | 100.0%       |
| <b>Percentage Change in number from Fall 2010 to Fall 2015</b>                         | 184.3%     | -27.2%   | -75.0%       | 19.7%    | 4.7%     | -28.6%        | -7.4%    | 35.2%        | 18.5%      | -1.4%        |

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

The USF System First Time in College (FTIC) Enrollment data included 58.5% female and 41.5% male for the 2015-2016 academic year. When compared to the previous academic year females increased 1.4%.

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

various race/ethnic backgrounds including: Black, American Indian/Alaskan Native, Asian, Hispanic, Native Hawaiian/ Other Pacific Islander, and Two or more races. White students represented 53.1%, Non Resident Alien (International) Students represented 4.2%, and students identifying as Unknown represented 1.3% of the USF System student body during the fall 2015 enrollment.

While the FTIC Enrollment data indicates significant changes from 2010 to 2015, the 2014 to 2015 data indicates minor changes if any throughout all racial categories.

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

### USF Tampa

| <b>Table 1b. First-Time-In-College Enrollment, Fall 2015, Fall 2014, and Fall 2010</b> |            |          |              |          |          |               |          |              |            |              |
|--|------------|----------|--------------|----------|----------|---------------|----------|--------------|------------|--------------|
|  | <b>NRA</b> | <b>B</b> | <b>AI/AN</b> | <b>A</b> | <b>H</b> | <b>NH/OPI</b> | <b>W</b> | <b>≥ TWO</b> | <b>UNK</b> | <b>TOTAL</b> |
| <b>Men</b>   | 97         | 112      | 1            | 155      | 353      | 5             | 909      | 78           | 19         | 1729         |
| <b>Women</b>   | 100        | 232      | 1            | 171      | 503      | 3             | 1213     | 99           | 34         | 2356         |
| <b>Total FTIC Fall 2015</b>  | 197        | 344      | 2            | 326      | 856      | 8             | 2122     | 177          | 53         | 4085         |
| <b>Category % of Total Fall 2015</b>   | 4.8%       | 8.4%     | 0.0%         | 8.0%     | 21.0%    | 0.2%          | 51.9%    | 4.3%         | 1.3%       | 100.0%       |
| <b>Total FTIC Fall 2014</b>  | 194        | 391      | 7            | 343      | 779      | 8             | 2111     | 184          | 54         | 4071         |
| <b>Category % of Total Fall 2014</b>   | 4.8%       | 9.6%     | 0.2%         | 8.4%     | 19.1%    | 0.2%          | 51.9%    | 4.5%         | 1.3%       | 100.0%       |
| <b>Total FTIC Fall 2010</b>  | 70         | 506      | 11           | 277      | 881      | 11            | 2448     | 142          | 46         | 4392         |
| <b>Category % of Total Fall 2010</b>   | 1.6%       | 11.5%    | 0.3%         | 6.3%     | 20.1%    | 0.3%          | 55.7%    | 3.2%         | 1.0%       | 100.0%       |
| <b>Percentage Change in number from Fall 2010 to Fall 2015</b>                         | 181.4%     | -32.0%   | -81.8%       | 17.7%    | -2.8%    | -27.3%        | -13.3%   | 24.6%        | 15.2%      | -7.0%        |

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

New freshman enrollments at USF from historically underrepresented populations totaled 1,713 and represented 41.9% over the entire freshman class in 2015-16. Hispanic freshmen (856) comprised 21% of the cohort, while Blacks (344) comprised 8.4%, Asians (326) 7.9%, multiracial students (177) 4.3% and Native Hawaiians (8) and American Indians (2) less than 1% each.

## USF St. Petersburg

|  | <b>NRA</b> | <b>B</b> | <b>AI/AN</b> | <b>A</b> | <b>H</b> | <b>NH/OPI</b> | <b>W</b> | <b>≥ TWO</b> | <b>UNK</b> | <b>TOTAL</b> |
|--|------------|----------|--------------|----------|----------|---------------|----------|--------------|------------|--------------|
| <b>Men</b>   | 1          | 22       | 0            | 6        | 42       | 0             | 122      | 13           | 2          | 208          |
| <b>Women</b>   | 0          | 26       | 1            | 11       | 84       | 2             | 223      | 22           | 8          | 377          |
| <b>Total FTIC Fall 2015</b>                                    | 1          | 48       | 1            | 17       | 126      | 2             | 345      | 35           | 10         | 585          |
| <b>Category % of Total Fall 2015</b>                           | 0.2%       | 8.2%     | 0.2%         | 2.9%     | 21.5%    | 0.3%          | 59.0%    | 6.0%         | 1.7%       | 100.0%       |
| <b>Total FTIC Fall 2014</b>                                    | 4          | 35       | 0            | 19       | 94       | 2             | 259      | 24           | 1          | 438          |
| <b>Category % of Total Fall 2014</b>                           | 0.9%       | 8.0%     | N/A          | 4.3%     | 21.5%    | 0.5%          | 59.1%    | 5.5%         | 0.2%       | 100.0%       |
| <b>Total FTIC Fall 2010</b>                                    | 0          | 35       | 1            | 13       | 71       | 3             | 279      | 17           | 8          | 427          |
| <b>Category % of Total Fall 2010</b>                           | N/A        | 8.2%     | 0.2%         | 3.0%     | 16.6%    | 0.7%          | 65.3%    | 4.0%         | 1.9%       | 100.0%       |
| <b>Percentage Change in number from Fall 2010 to Fall 2015</b> | N/A        | 31.7%    | 0.0%         | 30.8%    | 77.5%    | -33.3%        | 23.7%    | 105.9%       | 25.0%      | 37.0%        |

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

USF St. Petersburg's First Time in College (FTIC) Enrollment data included 208 men (35.5%) and 377 women (64.4%) in fall 2015.

As indicated in Table 1c, the composition of racially and ethnically diverse students for USF St. Petersburg continues to be significant at 39.8% as compared to 40.1% from the previous year. The 2015 fall benchmark 39.1% is comprised of students from various backgrounds including: Black, American Indian, Asian, Hispanic, Native Hawaiian and Two or More Races. White students represented 58.9%, Non Resident Alien Students represented less than 1%, and students identifying as Unknown represented 1.7% of the USFSP student body during the fall 2015 enrollment benchmark.

It is important to note the 25% increase in the FTIC cohort from 2014 to 2015. Even with a significant increase to the overall headcount, the comparison of 2014 to 2015 race/ethnicity data reveals improvements for students self-reporting as Black (27% increase), Hispanic (25% increase), White (24.9% increase) and Two or More Races (90% increase).

Gains in enrollment for racially and ethnically diverse FTICs can also be found when considering the differences between the 2010 and 2015 fall benchmarks. The most significant five-year increases can be found for students self-reporting as Black (37.1%), Hispanic (77.5%) and Two or More Races (105.9%).

**USF Sarasota-Manatee**

| <b>Table 1d. First-Time-In-College Enrollment, Fall 2015, Fall 2014, and Fall 2010</b> |            |          |              |          |          |               |          |              |            |              |
|--|------------|----------|--------------|----------|----------|---------------|----------|--------------|------------|--------------|
|  | <b>NRA</b> | <b>B</b> | <b>AI/AN</b> | <b>A</b> | <b>H</b> | <b>NH/OPI</b> | <b>W</b> | <b>≥ TWO</b> | <b>UNK</b> | <b>TOTAL</b> |
| <b>Men</b>   | 0          | 0        | 0            | 4        | 7        | 0             | 25       | 0            | 0          | 36           |
| <b>Women</b>   | 1          | 2        | 0            | 0        | 8        | 0             | 32       | 3            | 1          | 47           |
| <b>Total FTIC<br/>Fall 2015</b>  | 1          | 2        | 0            | 4        | 15       | 0             | 57       | 3            | 1          | 83           |
| <b>Category %<br/>of Total<br/>Fall 2015</b>   | 1.2%       | 2.4%     | N/A          | 4.8%     | 18.1%    | N/A           | 68.7%    | 3.6%         | 1.2%       | 100.0%       |
| <b>Total FTIC<br/>Fall 2014</b>  | 1          | 4        | 1            | 4        | 10       | 0             | 64       | 4            | 1          | 89           |
| <b>Category %<br/>of Total<br/>Fall 2014</b>   | 1.1%       | 4.5%     | 1.1%         | 4.5%     | 11.2%    | N/A           | 71.9%    | 4.5%         | 1.1%       | 100.0%       |
| <b>Total FTIC<br/>Fall 2010</b>  | 0          | 0        | 0            | 0        | 0        | 0             | 0        | 0            | 0          | 0            |
| <b>Category %<br/>of Total<br/>Fall 2010</b>   | N/A        | N/A      | N/A          | N/A      | N/A      | N/A           | N/A      | N/A          | N/A        | 0.0%         |
| <b>Percentage<br/>Change in<br/>number from<br/>Fall 2010 to<br/>Fall 2015</b>         | N/A        | N/A      | N/A          | N/A      | N/A      | N/A           | N/A      | N/A          | N/A        | N/A          |

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

Among first-time, full-time freshman at USFSM in 2015, men comprised 43.4% of this population, reflecting a 1.8% increase from 2014. Fewer males than females is consistent in most of our ethnicity categories for 2015 with the exception of Asian. For this report we do not have FTIC comparison data and supporting narrative for fall 2010 because USFSM did not enroll FTIC students until Fall 2013.

Racial and ethnic diversity of the freshman class entering in 2015 increased over our 2014 FTIC. The combined percentages of our Black, Hispanic, Asian, American Indian/Alaska Natives, Native Hawaiian/Other Pacific Islander, and Two or more races population was 28.9% which was an increase of 3.1% from the 25.8% we saw in 2014. For 2015, white students decreased by 3.2% down to 68.7%. For the second year in a row the representation of Hispanic freshmen saw the largest increase over last year with a 6.9% increase to 18.1% of the cohort.

In studying our Summer/Fall 2015 FTIC applicant pool we are seeing students from some of our historically underrepresented populations with a higher percentage of incomplete applications. For example, we did not receive a high school transcript for 35% of our Black/African American applicants. Also for this population we did not receive ACT/SAT test scores for 38% of the applicants and 41% did not submit an application fee or application fee waiver. In comparison we were missing application fees or waivers from 17% of our White applicants while missing transcripts or ACT/SAT test scores for this population at a rate of 23% and 26% respectively.

One action that we continue to utilize to strengthen our admissions process is our FTIC instant admission decision process. Outreach staff and processing staff visit local high schools and review the transcripts and ACT/SAT test scores of interested applicants. Qualified students are offered on-the-spot acceptance while students not offered admission at that time are provided with one-on-one guidance on how to strengthen their application for admission for a review at a later date. Meeting with students face-to-face and working with their guidance counselor in person increases the likelihood that we will have a complete application for a student.

## Table 2. Florida Community College A.A. Transfers

### USF System

| Table 2a. Florida Community College A.A. Transfers, Fall 2015 (and Summer Continuing into Fall), Fall 2014, and Fall 2010 |        |        |        |       |       |        |        |       |        |        |       |        |
|---|--------|--------|--------|-------|-------|--------|--------|-------|--------|--------|-------|--------|
|   | NRA    | B      | AI/AN  | A     | H     | NH/OPI | W      | ≥ TWO | UNK    | FEMALE | MALE  | TOTAL  |
| <b>Total FTIC Fall 2015</b>   | 67     | 340    | 4      | 133   | 755   | 5      | 1747   | 92    | 54     | 1801   | 1395  | 3197   |
| <b>Category % of Total Fall 2015</b>  | 2.1%   | 10.6%  | 0.1%   | 4.2%  | 23.6% | 0.2%   | 54.6%  | 2.9%  | 1.7%   | 56.3%  | 43.6% | 100.0% |
| <b>Total FTIC Fall 2014</b>   | 59     | 349    | 14     | 145   | 712   | 12     | 1819   | 115   | 52     | 1851   | 1426  | 3277   |
| <b>Category % of Total Fall 2014</b>  | 1.8%   | 10.6%  | 0.4%   | 4.4%  | 21.7% | 0.4%   | 55.5%  | 3.5%  | 1.6%   | 56.5%  | 43.5% | 100.0% |
| <b>Total FTIC Fall 2010</b>   | 29     | 382    | 12     | 116   | 559   | 9      | 2075   | 67    | 70     | 1862   | 1456  | 3319   |
| <b>Category % of Total Fall 2010</b>  | 0.9%   | 11.5%  | 0.4%   | 3.5%  | 16.8% | 0.3%   | 62.5%  | 2.0%  | 2.1%   | 56.1%  | 43.9% | 100.0% |
| <b>Category % Change from Fall 2010 to Fall 2015</b>  | 131.0% | -11.0% | -66.7% | 14.7% | 35.1% | -44.4% | -15.8% | 37.3% | -22.9% | -3.3%  | -4.2% | -3.7%  |

*Source All Years: USF Office of Decision Support*

The USF System Florida Community College A.A. Transfers data included 56.3% female and 43.6% male for the 2015-2016 academic year. When compared to the previous academic year the numbers were consistent.

As indicated in Table 2a the composition of racially and ethnically diverse students that transferred from Community Colleges to the USF System student continues to be significant at 41.6%. This is a slight increase from the previous year. The 41.6% is comprised of students from various race/ethnic backgrounds including: Black, American Indian/Alaskan Native, Asian, Hispanic, Native Hawaiian/Other Pacific Islander, and Two or more races. White students represented 54.6%, Non Resident Alien (International) Students represented 2.1%, and students identifying as Unknown represented 1.7% of the USF System student body during the fall 2015 enrollment.

While the FTIC Enrollment data indicates significant changes from 2010 to 2015, the 2014 to 2015 data indicates minor

changes if any throughout all racial categories.

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

### USF Tampa

| <b>Table 2b. Florida Community College A.A. Transfers, Fall 2015 (and Summer Continuing into Fall), Fall 2014, and Fall 2010</b> |            |          |              |          |          |               |          |              |            |               |             |              |
|--|------------|----------|--------------|----------|----------|---------------|----------|--------------|------------|---------------|-------------|--------------|
|  | <b>NRA</b> | <b>B</b> | <b>AI/AN</b> | <b>A</b> | <b>H</b> | <b>NH/OPI</b> | <b>W</b> | <b>≥ TWO</b> | <b>UNK</b> | <b>FEMALE</b> | <b>MALE</b> | <b>TOTAL</b> |
| <b>Total FTIC Fall 2015</b>  | 58         | 291      | 3            | 112      | 649      | 4             | 1270     | 70           | 39         | 1381          | 1114        | 2496         |
| <b>Category % of Total Fall 2015</b>   | 2.3%       | 11.7%    | 0.1%         | 4.5%     | 26.0%    | 0.2%          | 50.9%    | 2.8%         | 1.6%       | 55.3%         | 44.6%       | 100.0%       |
| <b>Total FTIC Fall 2014</b>  | 53         | 298      | 10           | 125      | 612      | 8             | 1323     | 96           | 38         | 1424          | 1139        | 2563         |
| <b>Category % of Total Fall 2014</b>   | 2.1%       | 11.6%    | 0.4%         | 4.9%     | 23.9%    | 0.3%          | 51.6%    | 3.7%         | 1.5%       | 55.6%         | 44.4%       | 100.0%       |
| <b>Total FTIC Fall 2010</b>  | 23         | 295      | 11           | 93       | 429      | 8             | 1393     | 49           | 43         | 1271          | 1073        | 2344         |
| <b>Category % of Total Fall 2010</b>   | 1.0%       | 12.6%    | 0.5%         | 4.0%     | 18.3%    | 0.3%          | 59.4%    | 2.1%         | 1.8%       | 54.2%         | 45.8%       | 100.0%       |
| <b>Category % Change from Fall 2010 to Fall 2015</b>   | 152.2%     | -1.4%    | -72.7%       | 20.4%    | 51.3%    | -50.0%        | -8.8%    | 42.9%        | -9.3%      | 8.7%          | 3.8%        | 6.5%         |

*Source All Years: USF Office of Decision Support; 2010 includes Lakeland*

Transfers applicants to USF from historically underrepresented populations attending state and community colleges in the Florida College System (FCS) totaled 2,782 for Summer/Fall 2015, representing 47% of the total FCS transfer application pool of 5,925. Applications from Hispanic transfers outpaced all other cohorts with 1,470 or 24.8% of the total FCS transfer applications.

Transfer applications from Blacks totaled 860 (15%), while 263 Asians (4.4%), 167 multiracial students (3%), 12 American Indians (<1%) and 10 Native Hawaiian/Other Pacific Islanders (<1%) applied to USF from FCS institutions. Offers of transfer admissions to FCS students from historically underrepresented populations totaled 1,850 in Summer/Fall 2015, representing 45.5% of the cohort of admitted FCS transfers. Again, offers to Hispanic freshmen outpaced all other underrepresented cohorts at 1075 or 26% of all offers. 477 Black transfers (12%) were offered admission, as were 177 Asians (4%), 107 multiracial students (3%), 8 Native Hawaiians/Other Pacific Islanders (<1%) and 6 American Indians (<1%). The transfer admit rate for underrepresented populations from state and community colleges in the Florida College System was 66%, compared to an overall admit rate of 69%.

New transfer enrollments at USF from historically underrepresented populations totaled 1129 and represented 45% of the entire FCS transfer cohort in Summer/Fall 2015 a decrease of 10% from the previous year. Hispanic transfers (649) comprised 26% of the cohort, while Blacks (291) comprised 12%, Asians (112) 4.4%, multiracial students (70) 2.8% and

Native Hawaiians (4) and American Indians (3) less than 1% each.

### USF St. Peterburg

|  | <b>NRA</b> | <b>B</b> | <b>AI/AN</b> | <b>A</b> | <b>H</b> | <b>NH/OPI</b> | <b>W</b> | <b>≥ TWO</b> | <b>UNK</b> | <b>FEMALE</b> | <b>MALE</b> | <b>TOTAL</b> |
|--|------------|----------|--------------|----------|----------|---------------|----------|--------------|------------|---------------|-------------|--------------|
| <b>Total FTIC Fall 2015</b>                          | 6          | 34       | 0            | 14       | 54       | 1             | 270      | 14           | 10         | 252           | 151         | 403          |
| <b>Category % of Total Fall 2015</b>                 | 1.5%       | 8.4%     | N/A          | 3.5%     | 13.4%    | 0.2%          | 67.0%    | 3.5%         | 2.5%       | 62.5%         | 37.5%       | 100.0%       |
| <b>Total FTIC Fall 2014</b>                          | 4          | 36       | 4            | 16       | 50       | 4             | 292      | 15           | 11         | 261           | 171         | 432          |
| <b>Category % of Total Fall 2014</b>                 | 0.9%       | 8.3%     | 0.9%         | 3.7%     | 11.6%    | 0.9%          | 67.6%    | 3.5%         | 21.5%      | 60.4%         | 39.6%       | 100.0%       |
| <b>Total FTIC Fall 2010</b>                          | 0          | 28       | 0            | 14       | 46       | 0             | 254      | 7            | 6          | 205           | 149         | 355          |
| <b>Category % of Total Fall 2010</b>                 | N/A        | 7.9%     | N/A          | 3.9%     | 13.0%    | N/A           | 71.5%    | 2.0%         | 1.7%       | 57.7%         | 42.0%       | 100.0%       |
| <b>Category % Change from Fall 2010 to Fall 2015</b> | N/A        | 21.4%    | 0.0%         | 0.0%     | 17.4%    | N/A           | 6.3%     | 100.0%       | 66.7%      | 22.9%         | 1.3%        | 13.5%        |

*Source All Years: USF Office of Decision Support*

Enrollment for Transfer students from Florida College System institutions included 252 women (62.5%) and 151 men (37.5%). When compared to the previous year, female students transferring to USFSP from FCS institutions increased by 2.1%.

As indicated in Table 2c, the composition of racially and ethnically diverse students remained significant at USFSP at 30.2%, but was reduced slightly from the previous year by 8 students. The fall 2015 enrollment benchmark data reveals that the 2015 transfer cohort was smaller than the 2014 by 29 students or 6.7%. Thus, slight reductions in student headcount can be found for every race/ethnicity category except Hispanic which increased by 7.4%.

When considering the five-year headcount comparison from 2010 to 2015, gains in enrollment can be found for students self-reporting as Black (21.4%) and Hispanic (17.4%).

**USF Sarasota-Manatee**

| <b>Table 2d. Florida Community College A.A. Transfers, Fall 2015 (and Summer Continuing into Fall), Fall 2014, and Fall 2010</b> |            |          |              |          |          |               |          |              |            |               |             |              |
|--|------------|----------|--------------|----------|----------|---------------|----------|--------------|------------|---------------|-------------|--------------|
|  | <b>NRA</b> | <b>B</b> | <b>AI/AN</b> | <b>A</b> | <b>H</b> | <b>NH/OPI</b> | <b>W</b> | <b>≥ TWO</b> | <b>UNK</b> | <b>FEMALE</b> | <b>MALE</b> | <b>TOTAL</b> |
| <b>Total FTIC Fall 2015</b>  | 3          | 15       | 1            | 7        | 52       | 0             | 207      | 8            | 5          | 168           | 130         | 298          |
| <b>Category % of Total Fall 2015</b>   | 1.0%       | 5.0%     | 0.3%         | 2.3%     | 17.4%    | N/A           | 69.5%    | 2.7%         | 1.7%       | 56.4%         | 43.6%       | 100.0%       |
| <b>Total FTIC Fall 2014</b>  | 2          | 15       | 0            | 4        | 50       | 0             | 204      | 4            | 3          | 166           | 116         | 282          |
| <b>Category % of Total Fall 2014</b>   | 0.7%       | 5.3%     | N/A          | 1.4%     | 17.7%    | N/A           | 72.3%    | 1.4%         | 1.1%       | 58.9%         | 41.1%       | 100.0%       |
| <b>Total FTIC Fall 2010</b>  | 5          | 37       | 1            | 5        | 48       | 0             | 269      | 8            | 10         | 246           | 137         | 383          |
| <b>Category % of Total Fall 2010</b>   | 1.3%       | 9.7%     | 0.3%         | 1.3%     | 12.5%    | N/A           | 70.2%    | 2.1%         | 2.6%       | 64.2%         | 35.8%       | 100.0%       |
| <b>Category % Change from Fall 2010 to Fall 2015</b>   | -40.0%     | -59.5%   | 0.0%         | 40.0%    | 8.3%     | 0.0%          | -23.0%   | 0.0%         | -50.0%     | -31.7%        | -5.1%       | -22.2%       |

*Source All Years: USF Office of Decision Support*

New A.A. degree transfers from the Florida College System (FCS) to USFSM self-identified as Black, Hispanic, American Indian/Alaskan Native, Asian, Native Hawaiian/Other Pacific Islander or Two or more races, represent 27.7% of the Summer/Fall 2015 cohort. This is an increase of 1.9% over 2014 (25.8% of the cohort). There were 83 new A.A. degree transfers from historically underrepresented populations which was an increase by 10 students from 73 in 2014. The breakdown for 2015 included 15 Black transfers (5%), 7 Asian transfers (2.3%), 52 Hispanic transfers (17.4%), 8 Two or more races transfers (2.7%), and 1 American Indian/Alaskan Native (.3%). Comparing our Summer/Fall 2015 cohort to our Summer/Fall 2010 cohort does show a difference of 16 less students from historically underrepresented populations; however, it should be noted that the percentage of students in the cohort from these populations is 1.8% higher in 2015 than it was in 2010. The majority of the historically underrepresented populations either slightly increased or maintained new headcount numbers. Black transfers were the one category that had a decrease in headcount with a difference of 22 students. The drop in enrollment at the State College of Florida (SCF); at our largest feeder institution, can be partially attributed to these numbers. In 2009 SCF’s overall enrollment was 12,026 before enrollment declined the following years down to 10,411 in 2014.

For Summer/Fall 2015 men represented 43.6% of the of the new transfer cohort which was a 2.5% decrease from 2014 (41.1%). The male new A.A. transfer percentage is comparable to the 2015 first-time freshmen cohort, male percentage (43.4 %). New A.A. transfer ethnicities were comparable with the first-time freshman cohort as well. Hispanic A.A. transfers represented the largest percentile (17.4%) outside of White students.

Our recruitment efforts continue to focus on maintaining strong relationships with our local state and community colleges and we continue to have a regular presence on the campuses of the State College of Florida, St. Petersburg College, Hillsborough Community College, and Florida SouthWestern State College.

### Table 3. Retention of Full-Time FTICs

#### USF System

|                            | NRA   | B     | AI/AN  | A     | H     | NH/OPI | W     | ≥ TWO | UNK   | FEMALE | MALE  | TOTAL  |
|----------------------------|-------|-------|--------|-------|-------|--------|-------|-------|-------|--------|-------|--------|
| <b>Cohort</b>              | 199   | 433   | 8      | 369   | 886   | 10     | 2449  | 215   | 57    | 2647   | 1979  | 4626   |
| <b>Category % of Total</b> | 4.3%  | 9.4%  | 0.2%   | 8.0%  | 19.2% | 0.2%   | 52.9% | 4.6%  | 1.2%  | 57.2%  | 42.8% | 100.0% |
| <b>After 1 year</b>        | 186   | 395   | 8      | 342   | 759   | 9      | 2115  | 182   | 53    | 2371   | 1678  | 4049   |
| <b>Retention Rate</b>      | 93.5% | 91.2% | 100.0% | 92.7% | 85.7% | 90.0%  | 86.4% | 84.7% | 93.0% | 89.6%  | 84.8% | 87.5%  |

*Source: USF Office of Decision Support*

The overall retention rate for the USF System after one year was 87.5%. USF Tampa had a retention rate of 88.1%, close to the 90% retention goal. USFSP was 69.8% and USFSM had an overall retention rate of 78.7%.

The overall retention for the USF System for females was 89.6%, a slight increase from the previous year, and 84.8% for males, a slight decrease from the previous year. Among underrepresented student populations American Indian/Alaskan Native leads with 100% retention. Majority of underrepresented students were retained at a higher rate than the average with Blacks at 91.2%, Asians at 92.7%, and Native Hawaiian/Other Pacific Islander at 90%. Students identifying as Two or more races and Hispanic were below the average at 84.7% and 85.7% respectively. White students were retained at a rate of 86.4%, which was a slight decrease from the previous year. Non Resident Alien (International) and students identifying as Unknown increased from the previous year at 93.5% and 93% respectively.

The analysis of the regional institutions are discussed in the following narratives for each institution.

## USF Tampa

|   | <b>NRA</b> | <b>B</b> | <b>AI/AN</b> | <b>A</b> | <b>H</b> | <b>NH/OPI</b> | <b>W</b> | <b>≥ TWO</b> | <b>UNK</b> | <b>FEMALE</b> | <b>MALE</b> | <b>TOTAL</b> |
|---|------------|----------|--------------|----------|----------|---------------|----------|--------------|------------|---------------|-------------|--------------|
| <b>Cohort</b>                           | 194        | 394      | 7            | 346      | 781      | 8             | 2123     | 186          | 54         | 2315          | 1778        | 4093         |
| <b>Category % of Total</b>              | 4.7%       | 9.6%     | 0.2%         | 8.5%     | 19.1%    | 0.2%          | 51.9%    | 4.5%         | 1.3%       | 56.6%         | 43.4%       | 100.0%       |
| <b>After 1 year at same institution</b> | 180        | 364      | 7            | 323      | 673      | 7             | 1844     | 159          | 50         | 2092          | 1515        | 3607         |
| <b>Retention Rate</b>                   | 92.8%      | 92.4%    | 100.0%       | 93.4%    | 86.2%    | 87.5%         | 86.9%    | 85.5%        | 92.6%      | 90.4%         | 85.2%       | 88.1%        |
| <b>After 1 year at USF System</b>       | 181        | 364      | 7            | 324      | 676      | 7             | 1852     | 159          | 50         | 2101          | 1519        | 3620         |
| <b>Retention Rate</b>                   | 93.3%      | 92.4%    | 100.0%       | 93.6%    | 86.6%    | 87.5%         | 87.2%    | 85.5%        | 92.6%      | 90.8%         | 85.4%       | 88.4%        |

*Source: USF System Office of Decision Support*

For the 2014 FTIC cohort, female retention continues to lead male retention by just over 5%. This gap has been relatively stable at USF for a number of years and is a challenge nationally as well as internationally. To address the gap and enhance retention of males, USF has implemented a number of initiatives in 2015-2016 including the establishment of a Status of Men Committee advisory to President Genshaft, the hiring of four Male Student Success advisors, and undertaking the John N. Gardner Institute's Retention Performance Management (RPM) project – all focused on the retention and success of male students.

In terms of race/ethnicity as compared to prior year, FTIC retention at Same Institution increased slightly for Non-Resident Aliens, Blacks, American Indian/Alaskan Natives, Asians, Native Hawaiian or Other Pacific Islanders, while decreasing for Hispanics (-1.9%), Whites (-0.5%), and Unknown (-0.4%); these patterns held for retention at the USF System. Enrollments increased as compared to prior year across all categories except Native Hawaiian or Other Pacific Islanders, with a substantial increase in Asian enrollment (+23.6%).

Goals for improvement include higher retention of all categories toward a 93% IPEDS FTIC retention rate for overall USF in 2016-2017.

**USF St. Petersburg**

**Table 3c. Retention of Full-Time FTICs Entering Fall 2014, or Summer 2014 and Continuing into Fall, After One Year**

|   | <b>NRA</b> | <b>B</b> | <b>AI/AN</b> | <b>A</b> | <b>H</b> | <b>NH/OPI</b> | <b>W</b> | <b>≥ TWO</b> | <b>UNK</b> | <b>FEMALE</b> | <b>MALE</b> | <b>TOTAL</b> |
|---|------------|----------|--------------|----------|----------|---------------|----------|--------------|------------|---------------|-------------|--------------|
| <b>Cohort</b>                           | 4          | 35       | 0            | 19       | 95       | 2             | 262      | 25           | 2          | 280           | 164         | 444          |
| <b>Category % of Total</b>              | 0.9%       | 7.9%     | N/A          | 4.3%     | 21.4%    | 0.5%          | 59.0%    | 5.6%         | 0.5%       | 63.1%         | 36.9%       | 100.0%       |
| <b>After 1 year at same institution</b> | 3          | 21       | 0            | 11       | 63       | 1             | 191      | 18           | 2          | 197           | 113         | 310          |
| <b>Retention Rate</b>                   | 75.0%      | 60.0%    | N/A          | 57.9%    | 66.3%    | 50.0%         | 72.9%    | 72.0%        | 100.0%     | 70.4%         | 68.9%       | 69.8%        |
| <b>After 1 year at USF System</b>       | 4          | 27       | 0            | 14       | 73       | 2             | 210      | 20           | 2          | 225           | 127         | 352          |
| <b>Retention Rate</b>                   | 100.0%     | 77.1%    | N/A          | 73.7%    | 76.8%    | 100.0%        | 80.2%    | 80.0%        | 100.0%     | 80.4%         | 77.4%       | 79.3%        |

*Source: USF System Office of Decision Support*

In general, USFSP’s freshmen to sophomore retention rates for the previous report were a cause for concern (65%). However, with extensive personal efforts this number improved considerably (69.8%). This improvement was observed across all gender and ethnicity groups. The institution initiated a comprehensive program for summer and fall FTIC students entering in 2015 named COMPASS 2015. This initiative arose out of the Strategic Planning process and a consultation with Dr. Tim Bono from Washington University St. Louis who leads their retention efforts. Student coaches were trained to work with small cohorts of FTIC students to assist them with issues such as financial literacy, study skills, stress management and conflict resolution (e.g., problems with roommates). We expected further improvements in next year’s report.

## USF Sarasota-Manatee

| Table 3d. Retention of Full-Time FTICs Entering Fall 2014, or Summer 2014 and Continuing into Fall, After One Year |        |        |        |        |        |        |       |       |        |        |       |        |
|--|--------|--------|--------|--------|--------|--------|-------|-------|--------|--------|-------|--------|
|  | NRA    | B      | AI/AN  | A      | H      | NH/OPI | W     | ≥ TWO | UNK    | FEMALE | MALE  | TOTAL  |
| <b>Cohort</b>  | 1      | 4      | 1      | 4      | 10     | 0      | 64    | 4     | 1      | 52     | 37    | 89     |
| <b>Category % of Total</b>   | 1.1%   | 4.5%   | 1.1%   | 4.5%   | 11.2%  | N/A    | 71.9% | 4.5%  | 1.1%   | 58.4%  | 41.6% | 100.0% |
| <b>After 1 year at same institution</b>  | 1      | 3      | 1      | 4      | 10     | 0      | 47    | 3     | 1      | 40     | 30    | 70     |
| <b>Retention Rate</b>  | 100.0% | 75.0%  | 100.0% | 100.0% | 100.0% | N/A    | 73.4% | 75.0% | 100.0% | 76.9%  | 81.1% | 78.7%  |
| <b>After 1 year at USF System</b>  | 1      | 4      | 1      | 4      | 10     | 0      | 53    | 3     | 1      | 45     | 32    | 77     |
| <b>Retention Rate</b>  | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | N/A    | 82.8% | 75.0% | 100.0% | 86.5%  | 86.5% | 86.5%  |

*Source: USF System Office of Decision Support*

USF Sarasota-Manatee admitted its second freshman class in fall 2014. The retention rate of FTIC students from fall 2014 or Summer 2014 into Fall 2015 for students who are American Indian/Alaska Native, Asian, and Hispanic was 100%. The retention rate of Black students and students of two or more races was 75% (which represented a loss of 1 student in each of these categories), and the retention rate of white students was 73.4%. These retention rates represent an increase in the retention of USFSM Hispanic students compared to the prior year, and a decrease in the retention of Black students from the prior year due to the loss of one student.

The overall USF Sarasota-Manatee (USFSM) Fall to Fall FTIC retention rate for Fall 2014 and Summer 2014 to Fall 2015 enrolled students was 78.7%, representing a 6.4% overall increase from the prior year. USFSM has realigned the FTIC Advisor position as a direct report to the Director of Student Success, with an increased emphasis on retention, critical student engagement, and student success. This Summer, USFSM will be piloting its first Summer Bridge program in an effort to attract a more diverse student body, and the school will also offer a Green2Gold program in the coming Academic Year with a variety of academic success workshops to promote the student success and retention of these students.

USFSM administers a communication plan that incorporates weekly emails and phone calls to students who have not registered for courses starting at four weeks before the semester begins. The number of students not registered decreases by approximately 16% by the end of the four week campaign. Student Services also holds a registration yield event each semester centered on a theme to call attention to registration and early schedule planning.

USFSM also supports student success by increasing course schedule flexibility and efficiency, and evaluating time to degree. There is a collaborative effort between deans, schedulers, registration, and academic advising on continually improving the course schedule. Each semester all parties meet to discuss closed sections, issues with course times, issues with course sequencing, and other student needs.

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

### USF System

| <b>Table 4a. Graduation Rate of Full-Time FTICs, Beginners and Early Admits Entering Fall 2009, or Summer 2009 and Continuing into Fall After Six Years</b> |            |          |              |             |          |          |            |               |             |              |
|---|------------|----------|--------------|-------------|----------|----------|------------|---------------|-------------|--------------|
|   | <b>NRA</b> | <b>B</b> | <b>AI/AN</b> | <b>A/PI</b> | <b>H</b> | <b>W</b> | <b>Unk</b> | <b>Female</b> | <b>Male</b> | <b>Total</b> |
| <b>Cohort</b>   | 46         | 425      | 22           | 354         | 684      | 2601     | 50         | 2463          | 1719        | 4182         |
| <b>Category % of Total</b>  | 1.1%       | 10.2%    | 0.5%         | 8.5%        | 16.4%    | 62.2%    | 1.2%       | 58.9%         | 41.1%       | 100.0%       |
| <b>After 6 years<br/>Number of Graduates</b>  | 38         | 290      | 10           | 273         | 461      | 1730     | 39         | 1758          | 1083        | 2841         |
| <b>Percent Graduated</b>  | 82.6%      | 68.2%    | 45.5%        | 77.1%       | 67.4%    | 66.5%    | 78.0%      | 71.4%         | 63.0%       | 67.9%        |
| <b>Category % Graduated</b>   | 1.3%       | 10.2%    | 0.4%         | 9.6%        | 16.2%    | 60.9%    | 1.4%       | 61.9%         | 38.1%       | 100.0%       |
| <b>Number Retained</b>  | 3          | 24       | 1            | 26          | 67       | 161      | 3          | 122           | 163         | 285          |
| <b>Percent Retained</b>   | 6.5%       | 5.6%     | 4.5%         | 7.3%        | 9.8%     | 6.2%     | 6.0%       | 5.0%          | 9.5%        | 6.8%         |
| <b>Category % Retained</b>  | 1.1%       | 8.4%     | 0.4%         | 9.1%        | 23.5%    | 56.5%    | 1.1%       | 42.8%         | 57.2%       | 100.0%       |
| <i>Source: USF System Office of Decision Support</i>  |            |          |              |             |          |          |            |               |             |              |

The overall graduation rate for the USF System after six years 67.9%, which is an increase from the previous year. While both female and male student graduate percentages increased 71.4% and 63% respectively, there remains a gap as documented in national literature.

Students identifying as Non Resident Alien (International), Asian/Pacific Islander, and Unknown are well over the system average at 82.6%, 77.1%, and 78%. Black students are slightly above the average at 68.2%. American Indian/Alaskan Native at 45.5%, Hispanic at 67.4%, and White at 66.5% are all below the system average.

## USF Tampa

|  | <b>NRA</b> | <b>B</b> | <b>AI/AN</b> | <b>A/PI</b> | <b>H</b> | <b>W</b> | <b>Unk</b> | <b>Female</b> | <b>Male</b> | <b>Total</b> |
|--|------------|----------|--------------|-------------|----------|----------|------------|---------------|-------------|--------------|
| <b>Cohort</b>  | 46         | 401      | 22           | 329         | 630      | 2225     | 46         | 2148          | 1551        | 3699         |
| <b>Category % of Total</b>   | 1.2%       | 10.8%    | 0.6%         | 8.9%        | 17.0%    | 60.2%    | 1.2%       | 58.1%         | 41.9%       | 100.0%       |
| <b>After 6 years<br/>Number of Graduates<br/>at Same Institution</b> | 38         | 277      | 9            | 255         | 428      | 1482     | 34         | 1544          | 979         | 2523         |
| <b>Percent Graduated<br/>at Same Institution</b>                     | 82.6%      | 69.1%    | 40.9%        | 77.5%       | 67.9%    | 66.6%    | 73.9%      | 71.9%         | 63.1%       | 68.2%        |
| <b>Category % Graduated<br/>at Same Institution</b>                  | 1.5%       | 11.0%    | 0.4%         | 10.1%       | 17.0%    | 58.7%    | 1.3%       | 61.2%         | 38.8%       | 100.0%       |
| <b>Number of Graduates<br/>at USF System</b>                         | 38         | 279      | 10           | 256         | 430      | 1503     | 35         | 1561          | 990         | 2551         |
| <b>Percent Graduated<br/>at USF System</b>                           | 82.6%      | 69.6%    | 45.5%        | 77.8%       | 68.3%    | 67.6%    | 76.1%      | 72.7%         | 63.8%       | 69.0%        |
| <b>Category % Graduated<br/>at USF System</b>                        | 1.5%       | 10.9%    | 0.4%         | 10.0%       | 16.9%    | 58.9%    | 1.4%       | 61.2%         | 38.8%       | 100.0%       |
| <b>Number Retained<br/>at Same Institution</b>                       | 3          | 23       | 0            | 24          | 61       | 129      | 3          | 94            | 149         | 243          |
| <b>Percent Retained<br/>at Same Institution</b>                      | 6.5%       | 5.7%     | N/A          | 7.3%        | 9.7%     | 5.8%     | 6.5%       | 4.4%          | 9.6%        | 6.6%         |
| <b>Category % Retained<br/>at Same Institution</b>                   | 1.2%       | 9.5%     | N/A          | 9.9%        | 25.1%    | 53.1%    | 1.2%       | 38.7%         | 61.3%       | 100.0%       |
| <b>Number Retained<br/>at USF System</b>                             | 3          | 23       | 1            | 24          | 61       | 135      | 3          | 99            | 151         | 250          |
| <b>Percent Retained<br/>at USF System</b>                            | 6.5%       | 5.7%     | 4.5%         | 7.3%        | 9.7%     | 6.1%     | 6.5%       | 4.6%          | 9.7%        | 6.8%         |
| <b>Category % Retained<br/>at USF System</b>                         | 1.2%       | 9.2%     | 0.4%         | 9.6%        | 24.4%    | 54.0%    | 1.2%       | 39.6%         | 60.4%       | 100.0%       |

*Source: USF System Office of Decision Support*

As compared to the prior year, the overall 6-year graduation rate of full-time FTICs increased 1.5% at the Same Institution and 1.6% at the USF System. Female graduation continued to substantially lead male graduation, with male graduation lagging female graduation by 8.8% for the 2009 full-time FTIC cohort. It is worth noting this gap decreased, though, for the 2009 male cohort, moving +2.1% to 63.1% (from 62.0% for 2008 cohort). As noted above regarding retention gaps in gender, the graduation gap among males and females is also noted as a challenge nationally and internationally. The retention-based initiatives noted above are also intended to reduce the graduation gap among genders by retaining men through graduation.

In terms of race/ethnicity as compared to prior year, the graduation rate increased for all categories except American Indian/Alaskan Natives where the rate decreased from 64.3% (N=9 of 14) to 40.9% (population N=9 of 22).

Goals for improvement include an increase across all races/ethnicities, with an overall goal of 70+% six year graduation rate for 2016-2017.

**USF St. Petersburg**

| <b>Table 4c. Graduation Rate of Full-Time FTICs, Beginners and Early Admits Entering Fall 2009, or Summer 2009 and Continuing into Fall After Six Years</b> |            |          |              |             |          |          |            |               |             |              |
|---|------------|----------|--------------|-------------|----------|----------|------------|---------------|-------------|--------------|
|   | <b>NRA</b> | <b>B</b> | <b>AI/AN</b> | <b>A/PI</b> | <b>H</b> | <b>W</b> | <b>Unk</b> | <b>Female</b> | <b>Male</b> | <b>Total</b> |
| <b>Cohort</b>   | 0          | 24       | 0            | 25          | 54       | 376      | 4          | 315           | 168         | 483          |
| <b>Category % of Total</b>  | N/A        | 5.0%     | N/A          | 5.2%        | 11.2%    | 77.8%    | 0.8%       | 65.2%         | 34.8%       | 100.0%       |
| <b>After 6 years<br/>Number of Graduates<br/>at Same Institution</b>  | 0          | 8        | 0            | 10          | 19       | 145      | 3          | 128           | 57          | 185          |
| <b>Percent Graduated<br/>at Same Institution</b>  | N/A        | 33.3%    | N/A          | 40.0%       | 35.2%    | 38.6%    | 75.0%      | 40.6%         | 33.9%       | 38.3%        |
| <b>Category % Graduated<br/>at Same Institution</b>   | N/A        | 4.3%     | N/A          | 5.4%        | 10.3%    | 78.4%    | 1.6%       | 69.2%         | 30.8%       | 100.0%       |
| <b>Number of Graduates<br/>at USF System</b>  | 0          | 11       | 0            | 17          | 31       | 227      | 4          | 197           | 93          | 290          |
| <b>Percent Graduated<br/>at USF System</b>  | N/A        | 45.8%    | N/A          | 68.0%       | 57.4%    | 60.4%    | 100.0%     | 62.5%         | 55.4%       | 60.0%        |
| <b>Category % Graduated<br/>at USF System</b>   | N/A        | 3.8%     | N/A          | 5.9%        | 10.7%    | 78.3%    | 1.4%       | 67.9%         | 32.1%       | 100.0%       |
| <b>Number Retained<br/>at Same Institution</b>  | 0          | 1        | 0            | 2           | 4        | 18       | 0          | 16            | 9           | 25           |
| <b>Percent Retained<br/>at Same Institution</b>   | N/A        | 4.2%     | N/A          | 8.0%        | 7.4%     | 4.8%     | N/A        | 5.1%          | 5.4%        | 5.2%         |
| <b>Category % Retained<br/>at Same Institution</b>  | N/A        | 4.0%     | N/A          | 8.0%        | 16.0%    | 72.0%    | N/A        | 64.0%         | 36.0%       | 100.0%       |
| <b>Number Retained<br/>at USF System</b>  | 0          | 1        | 0            | 2           | 6        | 26       | 0          | 23            | 12          | 35           |
| <b>Percent Retained<br/>at USF System</b>   | N/A        | 4.2%     | N/A          | 8.0%        | 11.1%    | 6.9%     | N/A        | 7.3%          | 7.1%        | 7.2%         |
| <b>Category % Retained<br/>at USF System</b>  | N/A        | 2.9%     | N/A          | 5.7%        | 17.1%    | 74.3%    | N/A        | 65.7%         | 34.3%       | 100.0%       |

*Source: USF System Office of Decision Support*

Overall, the graduation rates from last year’s report were also of concern (31.9%), although there were few significant differences between different groups with the exception of lower rates among Hispanic students (low numbers of Asian students precludes any analysis of these groups). Men and women appear to graduate at comparable levels. This year the rate improved significantly (38.3%) and with our significant retention efforts we expect this will continue to improve. This improvement was generally observed across most ethnicity groups, with a large increase among female students. There is a belief that part of the reason for the fairly low graduation rate historically was that USFSP had not been to offer the range of programs that students want, and the fact that the graduation rate for students who start at USFSP but receive a degree from any USF System institution appears to bear this out. USFSP has recently introduced a broader range of programs in the expectation that this will enable students to complete their degree at USFSP without having to transfer to another USF System institution.

**Table 5. Bachelor's Degrees Awarded, Previous Academic Year**

**USF System**

| <b>Table 5a. Bachelor's Degrees Awarded, AY 2014-2015, AY 2013-2014, and AY 2009-2010</b>  |            |          |              |          |          |               |          |              |            |              |
|--|------------|----------|--------------|----------|----------|---------------|----------|--------------|------------|--------------|
|  | <b>NRA</b> | <b>B</b> | <b>AI/AN</b> | <b>A</b> | <b>H</b> | <b>NH/OPI</b> | <b>W</b> | <b>≥ TWO</b> | <b>UNK</b> | <b>TOTAL</b> |
| <b>AY 2014-2015</b>  |            |          |              |          |          |               |          |              |            |              |
| <b>Male</b>  | 135        | 339      | 10           | 219      | 676      | 10            | 2184     | 94           | 61         | 3728         |
| <b>Female</b>  | 93         | 638      | 13           | 272      | 1052     | 19            | 3224     | 162          | 90         | 5563         |
| <b>Total</b>   | 228        | 977      | 23           | 491      | 1728     | 29            | 5408     | 256          | 151        | 9291         |
| <b>Category % of Total</b>   | 2.5%       | 10.5%    | 0.2%         | 5.3%     | 18.6%    | 0.3%          | 58.2%    | 2.8%         | 1.6%       | 100.0%       |
| <b>AY 2013-2014</b>  |            |          |              |          |          |               |          |              |            |              |
| <b>Male</b>  | 86         | 327      | 6            | 226      | 600      | 5             | 2316     | 61           | 63         | 3690         |
| <b>Female</b>  | 99         | 619      | 10           | 300      | 1045     | 13            | 3378     | 135          | 102        | 5701         |
| <b>Total</b>   | 185        | 946      | 16           | 526      | 1645     | 18            | 5694     | 196          | 165        | 9391         |
| <b>Category % of Total</b>   | 2.0%       | 10.1%    | 0.2%         | 5.6%     | 17.5%    | 0.2%          | 60.0%    | 2.1%         | 1.8%       | 100.0%       |
| <b>AY 2009-2010</b>  |            |          |              |          |          |               |          |              |            |              |
| <b>Male</b>  | 61         | 273      | 20           | 205      | 339      | 0             | 2055     | 0            | 62         | 3015         |
| <b>Female</b>  | 48         | 573      | 24           | 273      | 573      | 0             | 3050     | 0            | 80         | 4621         |
| <b>Total</b>   | 109        | 846      | 44           | 478      | 912      | 0             | 5105     | 0            | 142        | 7636         |
| <b>Category % of Total</b>   | 1.4%       | 11.1%    | 0.6%         | 6.3%     | 11.9%    | N/A           | 66.9%    | N/A          | 1.9%       | 100.0%       |
| <i>Sources for All Years: IPEDS Completions GRAND TOTAL BY FIRST MAJOR, Bachelor's degrees. Chart for 99.0000, all disciplines. Note: 2009-10 report did not include separate categories for NH/OPI or two or more races. Pacific Islanders are counted with Asian students.</i> |            |          |              |          |          |               |          |              |            |              |

The USF System awarded 9291 degrees in the 2014-2015 academic year, which is a slight decrease from the previous year. Of the degrees awarded 60% were earned by females and 40% by males which is consistent with the previous academic year.

Among the degrees awarded, students which identified as Non Resident Alien (International), Black, Hispanic, Native Hawaiian/Other Pacific Islander, and Two or more races increased their percentages from the previous academic year. While American Indian/Alaskan Native remained steady at .2%, Asian and Unknown decreased slightly, and White decreased 2.4%.

## USF Tampa

**Table 5b. Bachelor's Degrees Awarded, AY 2014-2015, AY 2013-2014, and AY 2009-2010**

|                     | NRA  | B     | AI/AN | A    | H     | NH/OPI | W     | ≥ TWO | UNK  | TOTAL  |
|---------------------|------|-------|-------|------|-------|--------|-------|-------|------|--------|
| <b>AY 2014-2015</b> |      |       |       |      |       |        |       |       |      |        |
| Male                | 128  | 315   | 7     | 206  | 618   | 10     | 1825  | 83    | 53   | 3245   |
| Female              | 93   | 584   | 11    | 252  | 936   | 13     | 2644  | 134   | 80   | 4747   |
| Total               | 221  | 899   | 18    | 458  | 1554  | 23     | 4469  | 217   | 133  | 7992   |
| Category % of Total | 2.8% | 11.2% | 0.2%  | 5.7% | 19.4% | 0.3%   | 55.9% | 2.7%  | 1.7% | 100.0% |
| <b>AY 2013-2014</b> |      |       |       |      |       |        |       |       |      |        |
| Male                | 78   | 301   | 6     | 210  | 549   | 5      | 1942  | 55    | 52   | 3198   |
| Female              | 96   | 587   | 9     | 278  | 944   | 13     | 2741  | 118   | 95   | 4881   |
| Total               | 174  | 888   | 15    | 488  | 1439  | 18     | 4683  | 173   | 147  | 8079   |
| Category % of Total | 2.2% | 11.0% | 0.2%  | 6.0% | 18.5% | 0.2%   | 58.0% | 2.1%  | 1.8% | 100.0% |
| <b>AY 2009-2010</b> |      |       |       |      |       |        |       |       |      |        |
| Male                | 59   | 261   | 20    | 190  | 315   | 0      | 1770  | 0     | 56   | 2671   |
| Female              | 41   | 535   | 21    | 248  | 514   | 0      | 2496  | 0     | 72   | 3927   |
| Total               | 100  | 796   | 41    | 438  | 829   | 0      | 4266  | 0     | 128  | 6598   |
| Category % of Total | 1.5% | 12.1% | 0.6%  | 6.6% | 12.6% | N/A    | 64.7% | N/A   | 1.9% | 100.0% |

Sources for All Years: IPEDS Completions GRAND TOTAL BY FIRST MAJOR, Bachelor's degrees. Chart for 99.0000, all disciplines. Note: 2009-10 report did not include separate categories for NH/OPI or two or more races. Pacific Islanders are counted with Asian students.

For the 2014-2015 AY as compared to 2013-2014 AY, male bachelor degree awardees increased by N=47 while female bachelor degree awardees decreased by N=134.

In terms of race/ethnicity as compared to prior year, increases in the number of degrees awarded were seen across most categories except Asian and White where there was a decrease of 30 degrees and 214 degrees respectively (and corresponding decreases in these populations' proportions as compared to all). Degree attainment among Non-Resident Alien males and Hispanic males were up substantially as compared to prior year, while White male degree attainment went down.

As compared to AY 2009-2010, bachelor degree awards in AY 2014-2015 were up 21.1% from 6,598 degrees to 7,992 degrees, with even increases among males and females. Since AY 2009-2010, degrees awarded have substantially increased across most races/ethnicities with notable increases among Non-Resident Aliens (+121%, from N=100 to N=221), Blacks (+12.9%, from N=796 to 899), Hispanics (+87.5%, from N=829 to N=1554), Native Hawaiian or Other Pacific Islanders (N=0 to N=23), and Two or More Races (N=0 to N=217). In terms of proportion, the most significant changes from AY 2009-2010 to AY 2014-2015 include an increase in the overall percentage of Hispanics (12.6% to 19.4%) and a decrease in the overall percentage of Whites (64.7% to 55.9%).

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| Table 5c. Bachelor's Degrees Awarded, AY 2014-2015, AY 2013-2014, and AY 2009-2010  |      |      |       |      |       |        |       |       |      |        |
|---|------|------|-------|------|-------|--------|-------|-------|------|--------|
|   | NRA  | B    | AI/AN | A    | H     | NH/OPI | W     | ≥ TWO | UNK  | TOTAL  |
| <b>AY 2014-2015</b>   |      |      |       |      |       |        |       |       |      |        |
| Male  | 2    | 13   | 3     | 9    | 31    | 0      | 236   | 6     | 4    | 304    |
| Female  | 0    | 29   | 1     | 12   | 72    | 4      | 379   | 21    | 3    | 521    |
| Total   | 2    | 42   | 4     | 21   | 103   | 4      | 615   | 27    | 7    | 825    |
| Category % of Total   | 0.2% | 5.1% | 0.5%  | 2.5% | 12.5% | 0.5%   | 74.5% | 3.3%  | 0.8% | 100.0% |
| <b>AY 2013-2014</b>   |      |      |       |      |       |        |       |       |      |        |
| Male  | 5    | 18   | 0     | 12   | 37    | 0      | 235   | 4     | 9    | 320    |
| Female  | 0    | 23   | 1     | 14   | 56    | 0      | 393   | 10    | 4    | 501    |
| Total   | 5    | 41   | 1     | 26   | 93    | 0      | 628   | 14    | 13   | 821    |
| Category % of Total   | 0.6% | 5.0% | 0.1%  | 3.2% | 11.3% | N/A    | 76.5% | 1.7%  | 1.6% | 100.0% |
| <b>AY 2009-2010</b>   |      |      |       |      |       |        |       |       |      |        |
| Male  | 2    | 9    | 0     | 12   | 18    | 0      | 194   | 0     | 1    | 236    |
| Female  | 2    | 27   | 2     | 14   | 39    | 0      | 355   | 0     | 6    | 445    |
| Total   | 4    | 36   | 2     | 26   | 57    | 0      | 549   | 0     | 7    | 681    |
| Category % of Total   | 0.6% | 5.3% | 0.3%  | 3.8% | 8.4%  | N/A    | 80.6% | N/A   | 1.0% | 100.0% |
| Sources for All Years: IPEDS Completions GRAND TOTAL BY FIRST MAJOR, Bachelor's degrees. Chart for 99.0000, all disciplines. Note: 2009-10 report did not include separate categories for NH/OPI or two or more races. Pacific Islanders are counted with Asian students. |      |      |       |      |       |        |       |       |      |        |

USFSP awarded 825 Bachelor's degrees in the 2014-2015 academic year, which is a slight decrease from the previous year, but an increase from 2010 when 681 degrees were awarded. Of the degrees awarded 63% were earned by females and 37% by males which is consistent with the previous academic year.

Among the degrees awarded, students which identified as Asian, Hispanic, Native Hawaiian/Other Pacific Islander, and Two or more races slightly increased their percentages from the previous academic year. While Blacks remained steady at 5.1%, Non-Resident Alien, Asian, White, and Unknown decreased slightly from the previous academic year.

## USF Sarasota-Manatee

| Table 5d. Bachelor's Degrees Awarded, AY 2014-2015, AY 2013-2014, and AY 2009-2010 |      |      |       |      |       |        |       |       |      |        |
|--|------|------|-------|------|-------|--------|-------|-------|------|--------|
|  | NRA  | B    | AI/AN | A    | H     | NH/OPI | W     | ≥ TWO | UNK  | TOTAL  |
| <b>AY 2014-2015</b>  |      |      |       |      |       |        |       |       |      |        |
| Male   | 5    | 11   | 0     | 4    | 27    | 0      | 123   | 5     | 4    | 179    |
| Female   | 0    | 25   | 1     | 8    | 44    | 2      | 201   | 7     | 7    | 295    |
| Total  | 5    | 36   | 1     | 12   | 71    | 2      | 324   | 12    | 11   | 474    |
| Category % of Total  | 1.1% | 7.6% | 0.2%  | 2.5% | 15.0% | 0.4%   | 68.4% | 2.51% | 2.3% | 100.0% |
| <b>AY 2013-2014</b>  |      |      |       |      |       |        |       |       |      |        |
| Male   | 3    | 8    | 0     | 4    | 14    | 0      | 139   | 2     | 2    | 172    |
| Female   | 3    | 9    | 0     | 8    | 45    | 0      | 244   | 7     | 3    | 319    |
| Total  | 6    | 17   | 0     | 12   | 59    | 0      | 383   | 9     | 5    | 491    |
| Category % of Total  | 1.2% | 3.5% | N/A   | 2.4% | 12.0% | N/A    | 78.0% | 1.8%  | 1.0% | 100.0% |
| <b>AY 2009-2010</b>  |      |      |       |      |       |        |       |       |      |        |
| Male   | 0    | 3    | 0     | 3    | 6     | 0      | 91    | 0     | 5    | 108    |
| Female   | 5    | 11   | 1     | 11   | 20    | 0      | 199   | 0     | 2    | 249    |
| Total  | 5    | 14   | 1     | 14   | 26    | 0      | 290   | 0     | 7    | 357    |
| Category % of Total  | 1.4% | 3.9% | 0.3%  | 3.9% | 7.3%  | N/A    | 81.2% | N/A   | 2.0% | 100.0% |

Sources for All Years: IPEDS Completions GRAND TOTAL BY FIRST MAJOR, Bachelor's degrees. Chart for 99.0000, all disciplines. Note: 2009-10 report did not include separate categories for NH/OPI or two or more races. Pacific Islanders are counted with Asian students.

USF Sarasota-Manatee awarded 474 Bachelor's degrees during the 2014-2015 Academic Year. The number and percentage of Bachelor's degrees awarded for USFSM in 2014-2015, 2013-2014, and 2009-2010 for each race and ethnic group are detailed in Table 5d. The number of degrees awarded to Black students nearly tripled between 2009-2010 and 2014-2015, and more than doubled in the year between 2013-2014 and 2014-2015. The number of Hispanic graduates also nearly tripled in this five year period, and increased by three percentage points (12 students) between 2013-2014 and 2014-2015.

USFSM hired a Retention Advisor over the past year who works specifically with struggling students on Academic Probation, as well as students that are identified as at-risk through a new Early Alert system. We are tracking the effectiveness of this new Retention program, and have already seen significant academic improvement for students who have met with the Retention Advisor.

**Table 6. Master's Degrees Awarded, Previous Academic Year**

**USF System**

| <b>Table 6a. Master's Degrees Awarded, AY 2014-2015, AY 2013-2014, and AY 2009-2010</b>  |            |          |              |          |          |               |          |              |            |              |
|--|------------|----------|--------------|----------|----------|---------------|----------|--------------|------------|--------------|
|  | <b>NRA</b> | <b>B</b> | <b>AI/AN</b> | <b>A</b> | <b>H</b> | <b>NH/OPI</b> | <b>W</b> | <b>≥ TWO</b> | <b>UNK</b> | <b>TOTAL</b> |
| <b>AY 2014-2015</b>  |            |          |              |          |          |               |          |              |            |              |
| <b>Male</b>  | 303        | 78       | 2            | 52       | 118      | 9             | 620      | 19           | 27         | 1228         |
| <b>Female</b>  | 214        | 187      | 2            | 83       | 224      | 8             | 1137     | 37           | 45         | 1937         |
| <b>Total</b>   | 517        | 265      | 4            | 135      | 342      | 17            | 1757     | 56           | 72         | 3165         |
| <b>Category % of Total</b>   | 16.3%      | 8.4%     | 0.1%         | 4.3%     | 10.8%    | 0.5%          | 55.5%    | 1.8%         | 2.3%       | 100.0%       |
| <b>AY 2013-2014</b>  |            |          |              |          |          |               |          |              |            |              |
| <b>Male</b>  | 180        | 75       | 2            | 45       | 103      | 3             | 603      | 11           | 27         | 1049         |
| <b>Female</b>  | 160        | 160      | 5            | 94       | 210      | 2             | 1101     | 30           | 41         | 1803         |
| <b>Total</b>   | 340        | 235      | 7            | 139      | 313      | 5             | 1704     | 41           | 68         | 2852         |
| <b>Category % of Total</b>   | 11.9%      | 8.2%     | 0.2%         | 4.9%     | 11.0%    | 0.2%          | 59.7%    | 1.4%         | 2.4%       | 100.0%       |
| <b>AY 2009-2010</b>  |            |          |              |          |          |               |          |              |            |              |
| <b>Male</b>  | 108        | 50       | 4            | 40       | 79       | 0             | 560      | 0            | 9          | 850          |
| <b>Female</b>  | 85         | 165      | 12           | 58       | 153      | 0             | 1119     | 0            | 6          | 1598         |
| <b>Total</b>   | 193        | 215      | 16           | 98       | 232      | 0             | 1679     | 0            | 15         | 2448         |
| <b>Category % of Total</b>   | 7.9%       | 8.8%     | 0.7%         | 4.0%     | 9.5%     | N/A           | 68.6%    | N/A          | 0.6%       | 100.0%       |
| <i>Sources for All Years: IPEDS Completions GRAND TOTAL BY FIRST MAJOR, Master's degrees. Chart for 99.0000, all disciplines. Note: 2009-10 report did not include separate categories for NH/OPI or two or more races. Pacific Islanders are counted with Asian students.</i> |            |          |              |          |          |               |          |              |            |              |

The USF System awarded 3,165 Master's Degrees during the 2014-2015 academic year. Of the degrees 61% were awarded to females. While majority of the degrees awarded in previous years have been to female students, the gap has been closing since 2009-2010. There have been very slight changes with regards to race over the last five years.

## USF Tampa

|                            | <b>NRA</b> | <b>B</b> | <b>AI/AN</b> | <b>A</b> | <b>H</b> | <b>NH/OPI</b> | <b>W</b> | <b>≥ TWO</b> | <b>UNK</b> | <b>TOTAL</b> |
|----------------------------|------------|----------|--------------|----------|----------|---------------|----------|--------------|------------|--------------|
| <b>AY 2014-2015</b>        |            |          |              |          |          |               |          |              |            |              |
| <b>Male</b>                | 300        | 74       | 2            | 50       | 107      | 9             | 559      | 13           | 21         | 1135         |
| <b>Female</b>              | 210        | 174      | 2            | 81       | 208      | 8             | 998      | 34           | 43         | 1758         |
| <b>Total</b>               | 510        | 248      | 4            | 131      | 315      | 17            | 1557     | 47           | 64         | 2893         |
| <b>Category % of Total</b> | 17.6%      | 8.6%     | 0.1%         | 4.5%     | 10.9%    | 0.6%          | 53.8%    | 1.6%         | 2.2%       | 100.0%       |
| <b>AY 2013-2014</b>        |            |          |              |          |          |               |          |              |            |              |
| <b>Male</b>                | 178        | 69       | 2            | 42       | 99       | 3             | 550      | 10           | 22         | 975          |
| <b>Female</b>              | 157        | 148      | 5            | 91       | 197      | 1             | 989      | 28           | 39         | 1655         |
| <b>Total</b>               | 335        | 217      | 7            | 133      | 296      | 4             | 1539     | 38           | 61         | 2630         |
| <b>Category % of Total</b> | 12.7%      | 8.3%     | 0.3%         | 5.1%     | 11.3%    | 0.2%          | 58.5%    | 1.4%         | 2.3%       | 100.0%       |
| <b>AY 2009-2010</b>        |            |          |              |          |          |               |          |              |            |              |
| <b>Male</b>                | 108        | 48       | 4            | 39       | 75       | 0             | 505      | 0            | 9          | 788          |
| <b>Female</b>              | 84         | 158      | 12           | 56       | 149      | 0             | 989      | 0            | 5          | 1453         |
| <b>Total</b>               | 192        | 206      | 16           | 95       | 224      | 0             | 1494     | 0            | 14         | 2241         |
| <b>Category % of Total</b> | 8.6%       | 9.2%     | 0.7%         | 4.2%     | 10.0%    | N/A           | 66.7%    | N/A          | 0.6%       | 100.0%       |

*Sources for All Years: IPEDS Completions GRAND TOTAL BY FIRST MAJOR, Master's degrees. Chart for 99.0000, all disciplines. Note: 2009-10 report did not include separate categories for NH/OPI or two or more races. Pacific Islanders are counted with Asian students.*

As shown in Table 6b, awarded 2,893 Master's degrees in 2014-15. Of degrees awarded, the majority (1758) went to females. This continues a pattern found in 2009-10 (1453 of 2241) and 2013-14 (1655 of 2630).

In 2014-15, 53.8% of Master's degree recipients were White. This represents significant percentage decreases from 2013-14 (58.5%) and 2009-2010 (66.7%), indicating that non-Whites represent an increasing proportion of recipients. Among the various racial/ethnic categories, Non-Resident Aliens (International) stand out as a group whose proportion of recipients has increased notably across both time periods. Overall, 26.4% of Master's degrees in 2014-15 went to Blacks, Asians, Hispanics, and other non-White groups (including those classified as two or more races, but excluding those whose racial categorization was unknown).

A review of Table 7 reveals that 321 doctoral degrees were awarded in 2014-15. Of these, the majority (173) were awarded to females. Similarly, the majority of those receiving doctoral degrees at USF in 2009-10 and 2013-14 were female.

Also shown in Table 7 is an increase in the percentage of Whites receiving doctoral degrees, increasing from 52.3% in 2009-2010 to 57.9% in 2014-15. During this same period, the percent of graduates whose race was not reported increased from .4% to 2.5%. This may account in part for slight decreases in Hispanic (.6 percentage points) and Black (1 percentage point) Ph.D. recipients. However, the most notable decrease was among Non-Resident Aliens (International), who show a 4.9 percentage point decrease. Overall, the composition of non-White recipients in 2014-15, excluding Non-Resident Aliens and those whose racial classification was unknown, is 17.7%.

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| <b>Table 6c. Master's Degrees Awarded, AY 2014-2015, AY 2013-2014, and AY 2009-2010</b>  |            |          |              |          |          |               |          |              |            |              |
|--|------------|----------|--------------|----------|----------|---------------|----------|--------------|------------|--------------|
|  | <b>NRA</b> | <b>B</b> | <b>AI/AN</b> | <b>A</b> | <b>H</b> | <b>NH/OPI</b> | <b>W</b> | <b>≥ TWO</b> | <b>UNK</b> | <b>TOTAL</b> |
| <b>AY 2014-2015</b>  |            |          |              |          |          |               |          |              |            |              |
| <b>Male</b>  | 0          | 3        | 0            | 2        | 7        | 0             | 47       | 5            | 6          | 70           |
| <b>Female</b>  | 3          | 11       | 0            | 2        | 13       | 0             | 118      | 3            | 2          | 152          |
| <b>Total</b>   | 3          | 14       | 0            | 4        | 20       | 0             | 165      | 8            | 8          | 222          |
| <b>Category % of Total</b>   | 1.4%       | 6.3%     | N/A          | 1.8%     | 9.0%     | N/A           | 74.3%    | 3.6%         | 3.6%       | 100.0%       |
| <b>AY 2013-2014</b>  |            |          |              |          |          |               |          |              |            |              |
| <b>Male</b>  | 2          | 4        | 0            | 2        | 4        | 0             | 38       | 1            | 2          | 53           |
| <b>Female</b>  | 2          | 12       | 0            | 3        | 6        | 0             | 87       | 2            | 2          | 114          |
| <b>Total</b>   | 4          | 16       | 0            | 5        | 10       | 0             | 125      | 3            | 4          | 167          |
| <b>Category % of Total</b>   | 2.4%       | 9.6%     | N/A          | 3.0%     | 6.0%     | N/A           | 74.9%    | 1.8%         | 2.4%       | 100.0%       |
| <b>AY 2009-2010</b>  |            |          |              |          |          |               |          |              |            |              |
| <b>Male</b>  | 0          | 0        | 0            | 1        | 3        | 0             | 50       | 0            | 0          | 54           |
| <b>Female</b>  | 1          | 5        | 0            | 2        | 2        | 0             | 83       | 0            | 1          | 94           |
| <b>Total</b>   | 1          | 5        | 0            | 3        | 5        | 0             | 133      | 0            | 1          | 148          |
| <b>Category % of Total</b>   | 0.7%       | 3.4%     | N/A          | 2.0%     | 3.4%     | N/A           | 89.9%    | N/A          | 0.7%       | 100.0%       |
| <i>Sources for All Years: IPEDS Completions GRAND TOTAL BY FIRST MAJOR, Master's degrees. Chart for 99.0000, all disciplines. Note: 2009-10 report did not include separate categories for NH/OPI or two or more races. Pacific Islanders are counted with Asian students.</i> |            |          |              |          |          |               |          |              |            |              |

USF St. Petersburg awarded 222 Master's Degrees during the 2014-2015 academic year. Of the degrees 68.5% were awarded to females. With regard to race, Non-Resident Aliens, Blacks, Asians, Two or more races, and Unknown decreased from 2014 to 2015. However, there have been a steady increase by Hispanics in the past five years, an overall increase in Blacks from 2010 to 2015. In a five year period, students of color have increased overall from 14 in 2010 to 46 in 2015.

## USF Sarasota-Manatee

| Table 6d. Master's Degrees Awarded, AY 2014-2015, AY 2013-2014, and AY 2009-2010 |      |      |       |      |       |        |       |       |      |        |
|--|------|------|-------|------|-------|--------|-------|-------|------|--------|
|  | NRA  | B    | AI/AN | A    | H     | NH/OPI | W     | ≥ TWO | UNK  | TOTAL  |
| <b>AY 2014-2015</b>  |      |      |       |      |       |        |       |       |      |        |
| Male   | 3    | 1    | 0     | 0    | 4     | 0      | 14    | 1     | 0    | 23     |
| Female   | 1    | 2    | 0     | 0    | 3     | 0      | 21    | 0     | 0    | 27     |
| Total  | 4    | 3    | 0     | 0    | 7     | 0      | 35    | 1     | 0    | 50     |
| Category % of Total  | 8.0% | 6.0% | N/A   | N/A  | 14.0% | N/A    | 70.0% | 2.0%  | N/A  | 100.0% |
| <b>AY 2013-2014</b>  |      |      |       |      |       |        |       |       |      |        |
| Male   | 0    | 2    | 0     | 1    | 0     | 0      | 15    | 0     | 3    | 21     |
| Female   | 1    | 0    | 0     | 0    | 7     | 1      | 25    | 0     | 0    | 34     |
| Total  | 1    | 2    | 0     | 1    | 7     | 1      | 40    | 0     | 3    | 55     |
| Category % of Total  | 1.8% | 3.6% | N/A   | 1.8% | 12.7% | 1.8%   | 72.7% | N/A   | 5.5% | 100.0% |
| <b>AY 2009-2010</b>  |      |      |       |      |       |        |       |       |      |        |
| Male   | 0    | 2    | 0     | 0    | 1     | 0      | 5     | 0     | 0    | 8      |
| Female   | 0    | 2    | 0     | 0    | 2     | 0      | 47    | 0     | 0    | 51     |
| Total  | 0    | 4    | 0     | 0    | 3     | 0      | 52    | 0     | 0    | 59     |
| Category % of Total  | N/A  | 6.8% | N/A   | N/A  | 5.1%  | N/A    | 88.1% | N/A   | N/A  | 100.0% |

Sources for All Years: IPEDS Completions GRAND TOTAL BY FIRST MAJOR, Master's degrees. Chart for 99.0000, all disciplines. Note: 2009-10 report did not include separate categories for NH/OPI or two or more races. Pacific Islanders are counted with Asian students.

USF Sarasota-Manatee awarded 50 Master's degrees during the 2014-2015 Academic Year. The number and percentage of Master's degrees awarded for USFSM in 2014-2015, 2013-2014, and 2009-2010 for each race and ethnic group are detailed in Table 6d. The percentage of Black students receiving a Master's degree in AY 2014-2015 was 6.0%, an increase from 3.6% in the prior year. Similarly, the percentage of Hispanic students receiving a Master's degree in AY 2014-2015 was 14.0%, compared to 12.7% the prior year. Long-term data on Hispanic students graduating with a Master's degree from USFSM is even more promising; from 5.1% in AY 2009-2010 to 14.0% in AY 2014-2015.

USFSM will be hiring a Senior Graduate Advisor to join the Academic and Student Affairs team in the coming year. This Advisor will work with both undergraduate students on graduate school exploration, as well as with current USFSM Graduate students on their course selection and degree requirements to support these students on their path towards graduation.

## Table 7. Doctoral Degrees Awarded, Previous AY

### USF System

| Table 7. Doctoral Degrees Awarded, AY 2014-2015, AY 2013-2014, and AY 2009-2010   |       |      |       |      |      |        |       |       |      |        |
|---|-------|------|-------|------|------|--------|-------|-------|------|--------|
|   | NRA   | B    | AI/AN | A    | H    | NH/OPI | W     | ≥ TWO | UNK  | TOTAL  |
| <b>AY 2014-2015</b>   |       |      |       |      |      |        |       |       |      |        |
| Male  | 43    | 12   | 0     | 2    | 9    | 0      | 78    | 0     | 4    | 148    |
| Female  | 27    | 14   | 0     | 10   | 9    | 0      | 108   | 1     | 4    | 173    |
| Total   | 70    | 26   | 0     | 12   | 18   | 0      | 186   | 1     | 8    | 321    |
| Category % of Total   | 21.8% | 8.1% | N/A   | 3.7% | 5.6% | N/A    | 57.9% | 0.3%  | 2.5% | 100.0% |
| <b>AY 2013-2014</b>   |       |      |       |      |      |        |       |       |      |        |
| Male  | 55    | 6    | 0     | 7    | 12   | 0      | 71    | 1     | 1    | 153    |
| Female  | 26    | 17   | 0     | 5    | 14   | 0      | 113   | 0     | 2    | 177    |
| Total   | 81    | 23   | 0     | 12   | 26   | 0      | 184   | 1     | 3    | 330    |
| Category % of Total   | 24.5% | 7.0% | N/A   | 3.6% | 7.9% | N/A    | 55.8% | 0.3%  | 0.9% | 100.0% |
| <b>AY 2009-2010</b>   |       |      |       |      |      |        |       |       |      |        |
| Male  | 42    | 8    | 0     | 5    | 6    | 0      | 51    | 0     | 0    | 112    |
| Female  | 23    | 14   | 0     | 8    | 9    | 0      | 76    | 0     | 1    | 131    |
| Total   | 65    | 22   | 0     | 13   | 15   | 0      | 127   | 0     | 1    | 243    |
| Category % of Total   | 26.7% | 9.1% | N/A   | 5.3% | 6.2% | N/A    | 52.3% | N/A   | 0.4% | 100.0% |
| Sources for All Years: IPEDS Completions GRAND TOTAL BY FIRST MAJOR, Doctoral degrees. Chart for 99.0000, all disciplines. Note: 2009-10 report did not include separate categories for NH/OPI or two or more races. Pacific Islanders are counted with Asian students. |       |      |       |      |      |        |       |       |      |        |

The USF System awarded 321 doctoral degrees in the 2014-2015 academic year. Slightly over 50% of the degrees were awarded to females which is consistent throughout the last five years. Black, Asian, White, and Unknown students awarded degrees increased from 2014 while Non-Resident Aliens and Hispanics decreased. Underrepresented students represented 17.7% of all doctoral degrees awarded in 2014-2015, which is a decrease from 2014-2013 (18.8%) and 2009-2010 (20.6%).

## Table 8. First Professional Degrees Awarded, Previous AY

### USF System

| Table 8a. First Professional Degrees Awarded, AY 2014-2015, AY 2013-2014, and AY 2009-2010  |     |      |       |       |       |        |       |       |      |        |
|---|-----|------|-------|-------|-------|--------|-------|-------|------|--------|
|   | NRA | B    | AI/AN | A     | H     | NH/OPI | W     | ≥ TWO | UNK  | TOTAL  |
| <b>AY 2014-2015</b>   |     |      |       |       |       |        |       |       |      |        |
| Male  | 0   | 5    | 0     | 27    | 12    | 0      | 70    | 0     | 8    | 122    |
| Female  | 0   | 13   | 0     | 30    | 13    | 0      | 87    | 2     | 13   | 158    |
| Total   | 0   | 18   | 0     | 57    | 25    | 0      | 157   | 2     | 21   | 280    |
| Category % of Total   | N/A | 6.4% | N/A   | 20.4% | 8.9%  | N/A    | 56.1% | 0.7%  | 7.5% | 100.0% |
| <b>AY 2013-2014</b>   |     |      |       |       |       |        |       |       |      |        |
| Male  | 0   | 4    | 1     | 15    | 9     | 0      | 57    | 0     | 5    | 91     |
| Female  | 0   | 11   | 2     | 31    | 14    | 0      | 64    | 0     | 3    | 125    |
| Total   | 0   | 15   | 3     | 46    | 23    | 0      | 121   | 0     | 8    | 216    |
| Category % of Total   | N/A | 6.9% | 1.4%  | 21.3% | 10.6% | N/A    | 56.0% | N/A   | 3.7% | 100.0% |
| <b>AY 2009-2010</b>   |     |      |       |       |       |        |       |       |      |        |
| Male  | 0   | 1    | 0     | 15    | 8     | 0      | 33    | 0     | 3    | 60     |
| Female  | 0   | 5    | 0     | 13    | 8     | 0      | 69    | 0     | 1    | 96     |
| Total   | 0   | 6    | 0     | 28    | 16    | 0      | 102   | 0     | 4    | 156    |
| Category % of Total   | N/A | 3.8% | N/A   | 17.9% | 10.3% | N/A    | 65.4% | N/A   | 2.6% | 100.0% |
| Sources for All Years: IPEDS Completions GRAND TOTAL BY FIRST MAJOR, Doctoral degrees professional practice. Chart for 99.0000, all disciplines. Note: 2009-10 report did not include separate categories for NH/OPI or two or more races. Pacific Islanders are counted with Asian students. |     |      |       |       |       |        |       |       |      |        |

In AY 2009-10 nearly 2/3 (62%) of all first professional degrees were awarded to females. Since that time, an increasing percentage have been male with the percent awarded to female dropping to 56% for AY 2014-15. In terms of race/ethnicity distribution, the most notable change from AY 2009-10 to AY 2014-15 is the increase in the Unknown category – from 2.6% to 7.5%. Other trends since AY 2009-10 are an increasing proportions of Black and Asian and decreasing proportions of Hispanic and White.

## USF System

**Table 8b. First Professional Degrees Awarded, AY 2014-2015, AY 2013-2014, and AY 2009-2010 M.D.**

|                     | NRA | B    | AI/AN | A     | H     | NH/OPI | W     | ≥ TWO | UNK  | TOTAL  |
|---------------------|-----|------|-------|-------|-------|--------|-------|-------|------|--------|
| <b>AY 2014-2015</b> |     |      |       |       |       |        |       |       |      |        |
| Male                | 0   | 1    | 0     | 14    | 10    | 0      | 46    | 0     | 3    | 74     |
| Female              | 0   | 3    | 0     | 15    | 6     | 0      | 25    | 1     | 0    | 50     |
| Total               | 0   | 4    | 0     | 29    | 16    | 0      | 71    | 1     | 3    | 124    |
| Category % of Total | N/A | 3.2% | N/A   | 23.4% | 12.9% | N/A    | 57.3% | 0.8%  | 2.4% | 100.0% |
| <b>AY 2013-2014</b> |     |      |       |       |       |        |       |       |      |        |
| Male                | 0   | 4    | 1     | 7     | 8     | 0      | 37    | 0     | 3    | 60     |
| Female              | 0   | 4    | 2     | 20    | 9     | 0      | 25    | 0     | 0    | 60     |
| Total               | 0   | 8    | 3     | 27    | 17    | 0      | 62    | 0     | 3    | 120    |
| Category % of Total | N/A | 6.7% | 2.5%  | 22.5% | 14.2% | N/A    | 51.7% | N/A   | 2.5% | 100.0% |
| <b>AY 2009-2010</b> |     |      |       |       |       |        |       |       |      |        |
| Male                | 0   | 1    | 0     | 14    | 7     | 0      | 29    | 0     | 3    | 54     |
| Female              | 0   | 4    | 0     | 11    | 8     | 0      | 38    | 0     | 1    | 62     |
| Total               | 0   | 5    | 0     | 25    | 15    | 0      | 67    | 0     | 4    | 116    |
| Category % of Total | N/A | 4.3% | N/A   | 21.6% | 12.9% | N/A    | 57.8% | N/A   | 3.4% | 100.0% |

Source for All Years: IPEDS Completions CIP Code 51.1201—Doctor's degree—professional practice. Note: 2009-01 report did not include separate categories for NH/OPI or two or more races. Pacific Islanders are counted with Asian students.

In AY 14-15 males made up 60% of all MD graduates. This is a greater proportion than the previous year's level of 50%. This continues a trend of increasing male graduates since AY 2009-10 when the male proportion was 47%. The proportion of Black graduates has decreased to 3.2% from 6.7% in AY 13-14 and 4.3% in AY 2009-10. The Asian proportion has stayed relatively constant at just under one-quarter of the graduates. White graduates have increased to 57.3% over the 51.7% from the previous year but close to the 57.8% in AY 2009-10. The Unknown category has remained flat for the entire period with between 2-3%. American Indian/Native American graduates continued to be quite low – with a range of 0% - 2.5% for the years shown.

## USF System

| <b>Table 8c. First Professional Degrees Awarded, AY 2014-2015, AY 2013-2014, and AY 2009-2010<br/>Doctor's Degree Nursing Practice</b> |            |          |              |          |          |               |          |              |            |              |
|--|------------|----------|--------------|----------|----------|---------------|----------|--------------|------------|--------------|
|  | <b>NRA</b> | <b>B</b> | <b>AI/AN</b> | <b>A</b> | <b>H</b> | <b>NH/OPI</b> | <b>W</b> | <b>≥ TWO</b> | <b>UNK</b> | <b>TOTAL</b> |
| <b>AY 2014-2015</b>  |            |          |              |          |          |               |          |              |            |              |
| <b>Male</b>  | 0          | 0        | 0            | 1        | 1        | 0             | 0        | 0            | 0          | 2            |
| <b>Female</b>  | 0          | 1        | 0            | 0        | 0        | 0             | 7        | 1            | 1          | 10           |
| <b>Total</b>   | 0          | 1        | 0            | 1        | 1        | 0             | 7        | 1            | 1          | 12           |
| <b>Category % of Total</b>   | N/A        | 8.3%     | N/A          | 8.3%     | 8.3%     | N/A           | 58.3%    | 8.3%         | 8.3%       | 100.0%       |
| <b>AY 2013-2014</b>  |            |          |              |          |          |               |          |              |            |              |
| <b>Male</b>  | 0          | 0        | 0            | 0        | 0        | 0             | 1        | 0            | 0          | 1            |
| <b>Female</b>  | 0          | 2        | 0            | 0        | 0        | 0             | 3        | 0            | 0          | 5            |
| <b>Total</b>   | 0          | 2        | 0            | 0        | 0        | 0             | 4        | 0            | 0          | 6            |
| <b>Category % of Total</b>   | N/A        | 33.3%    | N/A          | N/A      | N/A      | N/A           | 66.7%    | N/A          | N/A        | 100.0%       |
| <b>AY 2009-2010</b>  |            |          |              |          |          |               |          |              |            |              |
| <b>Male</b>  | 0          | 0        | 0            | 0        | 1        | 0             | 1        | 0            | 0          | 2            |
| <b>Female</b>  | 0          | 0        | 0            | 0        | 0        | 0             | 8        | 0            | 0          | 8            |
| <b>Total</b>   | 0          | 0        | 0            | 0        | 1        | 0             | 9        | 0            | 0          | 10           |
| <b>Category % of Total</b>   | N/A        | N/A      | N/A          | N/A      | 10.0%    | N/A           | 90.0%    | N/A          | N/A        | 100.0%       |

*Source for All Years: IPEDS Completions CIP Code 51.3801—Doctor's degree—professional practice. Note: 2009-01 report did not include separate categories for NH/OPI or two or more races. Pacific Islanders are counted with Asian students.*

Doctor of Nurse Practitioner (DNP) graduates continue to be predominately female with just 16-20% being males in the years between AY 2009-10 and AY 2014-15 even though the total number of students in the program has doubled from 6 to 12 in the past academic years. In terms of race, in AY 2014-15, 58.3% of the graduates are White with 25% being either Black, Asian or Hispanic. A full 16% of the graduates are in the greater than or equal to two and the unknown categories in AY 2014-15, significantly more than zero which was reported for each category during the last two reporting periods. It is important to note that with such small overall numbers of graduates, slight changes in the number of graduates can produce large changes in percentages.

## USF System

| <b>Table 8d. First Professional Degrees Awarded, AY 2014-2015, AY 2013-2014, and AY 2009-2010<br/>Doctor's Degree Physical Therapy</b>  |            |          |              |          |          |               |          |              |            |              |
|---|------------|----------|--------------|----------|----------|---------------|----------|--------------|------------|--------------|
|   | <b>NRA</b> | <b>B</b> | <b>AI/AN</b> | <b>A</b> | <b>H</b> | <b>NH/OPI</b> | <b>W</b> | <b>≥ TWO</b> | <b>UNK</b> | <b>TOTAL</b> |
| <b>AY 2014-2015</b>   |            |          |              |          |          |               |          |              |            |              |
| <b>Male</b>   | 0          | 3        | 0            | 9        | 1        | 0             | 14       | 0            | 4          | 31           |
| <b>Female</b>   | 0          | 3        | 0            | 7        | 4        | 0             | 39       | 0            | 11         | 64           |
| <b>Total</b>  | 0          | 6        | 0            | 16       | 5        | 0             | 53       | 0            | 15         | 95           |
| <b>Category % of Total</b>  | N/A        | 6.3%     | N/A          | 16.8%    | 5.3%     | N/A           | 55.8%    | N/A          | 15.8%      | 100.0%       |
| <b>AY 2013-2014</b>   |            |          |              |          |          |               |          |              |            |              |
| <b>Male</b>   | 0          | 0        | 0            | 6        | 1        | 0             | 19       | 0            | 2          | 28           |
| <b>Female</b>   | 0          | 5        | 0            | 13       | 5        | 0             | 36       | 0            | 3          | 62           |
| <b>Total</b>  | 0          | 5        | 0            | 19       | 6        | 0             | 55       | 0            | 5          | 90           |
| <b>Category % of Total</b>  | N/A        | 5.6%     | N/A          | 21.1%    | 6.7%     | N/A           | 61.1%    | N/A          | 5.6%       | 100.0%       |
| <b>AY 2009-2010</b>   |            |          |              |          |          |               |          |              |            |              |
| <b>Male</b>   | 0          | 0        | 0            | 1        | 0        | 0             | 3        | 0            | 0          | 4            |
| <b>Female</b>   | 0          | 1        | 0            | 2        | 0        | 0             | 23       | 0            | 0          | 26           |
| <b>Total</b>  | 0          | 1        | 0            | 3        | 0        | 0             | 26       | 0            | 0          | 30           |
| <b>Category % of Total</b>  | N/A        | 3.3%     | N/A          | 10.0%    | N/A      | N/A           | 86.7%    | N/A          | N/A        | 100.0%       |
| <i>Source for All Years: IPEDS Completions CIP Code 51.2308—Doctor's degree—professional practice. Note: 2009-01 report did not include separate categories for NH/OPI or two or more races. Pacific Islanders are counted with Asian students.</i> |            |          |              |          |          |               |          |              |            |              |

In the past two years of data, females have made up roughly two-thirds of all Doctorate of Physical Therapy (DPT) graduates. There has been a small but steady increase in the proportion of Blacks from AY 2009-10 to AY 2014-15, from 3.3% to 6.3%. Whites are on a steady decrease in proportion from 86.7% in AY 2009-10 to 55.8% in AY 2014-15. The proportion of Asian and Hispanic graduates are relatively stable with AY 2014-15 showing 16.8% and 5.3% respectively. The Unknown category has mushroomed from zero to 15.8% in AY 2014-15.

## USF System

| <b>Table 8e. First Professional Degrees Awarded, AY 2014-2015, AY 2013-2014, and AY 2009-2010<br/>Doctor's Degree PharmD</b> |            |          |              |          |          |               |          |              |            |              |
|--|------------|----------|--------------|----------|----------|---------------|----------|--------------|------------|--------------|
|  | <b>NRA</b> | <b>B</b> | <b>AI/AN</b> | <b>A</b> | <b>H</b> | <b>NH/OPI</b> | <b>W</b> | <b>≥ TWO</b> | <b>UNK</b> | <b>TOTAL</b> |
| <b>AY 2014-2015</b>  |            |          |              |          |          |               |          |              |            |              |
| <b>Male</b>  | 0          | 1        | 0            | 3        | 0        | 0             | 10       | 0            | 1          | 15           |
| <b>Female</b>  | 0          | 6        | 0            | 8        | 3        | 0             | 16       | 0            | 1          | 34           |
| <b>Total</b>   | 0          | 7        | 0            | 11       | 3        | 0             | 26       | 0            | 2          | 49           |
| <b>Category % of Total</b>   | N/A        | 14.3%    | N/A          | 22.4%    | 6.1%     | N/A           | 53.1%    | N/A          | 4.1%       | 100.0%       |
| <b>AY 2013-2014</b>  |            |          |              |          |          |               |          |              |            |              |
| <b>Male</b>  | 0          | 0        | 0            | 0        | 0        | 0             | 0        | 0            | 0          | 0            |
| <b>Female</b>  | 0          | 0        | 0            | 0        | 0        | 0             | 0        | 0            | 0          | 0            |
| <b>Total</b>   | 0          | 0        | 0            | 0        | 0        | 0             | 0        | 0            | 0          | 0            |
| <b>Category % of Total</b>   | N/A        | N/A      | N/A          | N/A      | N/A      | N/A           | N/A      | N/A          | N/A        | 0.0%         |
| <b>AY 2009-2010</b>  |            |          |              |          |          |               |          |              |            |              |
| <b>Male</b>  | 0          | 0        | 0            | 0        | 0        | 0             | 0        | 0            | 0          | 0            |
| <b>Female</b>  | 0          | 0        | 0            | 0        | 0        | 0             | 0        | 0            | 0          | 0            |
| <b>Total</b>   | 0          | 0        | 0            | 0        | 0        | 0             | 0        | 0            | 0          | 0            |
| <b>Category % of Total</b>   | N/A        | N/A      | N/A          | N/A      | N/A      | N/A           | N/A      | N/A          | N/A        | N/A          |

*Source for All Years: IPEDS Completions CIP Code 51.2308—Doctor's degree—professional practice. Note: 2009-01 report did not include separate categories for NH/OPI or two or more races. Pacific Islanders are counted with Asian students.*

With only one graduate class worth of data, it is much too early to detect any trends. With this said, however, females comprised more than twice as many graduates (69%) as males (31%). Further, Black's made up 14.3%, Asians 22.4%, and Hispanics 6.1% of all graduates. Whites made up 53.1% and Unknown comprises 4.1%.

## Student Services (Part III. D)

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

### Academic Advising

#### USF Tampa

USF Tampa is committed to providing high-quality academic advising services to all students, and the academic advising program has been recognized by the National Academic Advising Association (NACADA) as among the best in the nation. In support of the university's Strategic Plan, USF's academic advisors are committed to the success and development of each student as an emerging global citizen and value the diversity of students, faculty, and staff. As a reflection of that commitment, a permanent subcommittee of the Council on Academic Advising, named the Multi-Cultural Academic Advising Subcommittee, was established in 2014 with a stated mission to "build a networking system that encourages multicultural and minority students to engage in successful student interactions. The Subcommittee is motivated to identify issues these students are working through to improve academic and social experiences and increase graduation rates among students on the USF campus." The subcommittee is comprised of professional academic advisors from across USF who continue to regularly meet and discuss topics of current multicultural interest to advisors and students, uncover shared challenges, and develop training and professional development opportunities for other academic advisors around diversity, inclusion, and equal opportunity. No advising offices or services at USF are provided based on the student's race, ethnicity or gender.

#### USF St. Petersburg

USF St. Petersburg is working to improve its academic advising services in a number of ways. The institution will be implementing College Scheduler sometime in the fall of 2016. This program allows students to more easily schedule their courses, accounting for conflicts, co- and pre-requisites as well as degree needs. Advisors will be able to pre-load four year plans for each major so that student know which courses they will be required to take each semester to graduate in a timely manner. Advisors will also have access to Illume, a data analytics program, which will assist them to identify types of students most in need of close attention. USFSP will also pilot an early warning system in large critical courses which can be challenging for some students. Identifying struggling students early in the semester will allow us to direct them to the Student Success Center for academic assistance or to appropriate other resources (e.g., financial aid, Wellness Center) for other issues that may be negatively impacting their performance.

Another primary focus of academic advising this year will be on minimizing student's Excess Hours. USFSP is examining its existing policies and will be modifying them to improve this important performance measure.

Strategic Plan implementation efforts resulted in a proposal to launch a comprehensive first-year experience program titled Compass. Compass is designed to integrate new students into the academic and socio-cultural communities of USFSP. Activities target first-year student needs, success strategies and peer coaching. Compass upper-division peer coaches help guide first-year students to be successfully involved on campus, in the classroom and with faculty. Preparation for the launch took place during spring 2015 and the implementation of this cutting-edge program was initiated in Summer 2015. We continue to review closely the "lessons learned" from the Quality Enhancement Plan (QEP) – all

in an effort to address retention from all fronts. It is expected that these efforts will improve student retention rates, 4- and 6-year graduation rates as well as help reduce excess credit hours at USFSP.

## USF Sarasota-Manatee

USF Sarasota-Manatee (USFSM) continuously works to improve and evaluate academic advising to ensure a high level of student service delivery and to promote student success. USFSM believes a low student-to-advisor ratio is important to help improve student retention rates and reduce time to graduation. For the 2015-2016 academic year, the student-to-advisor ratio at USFSM was approximately 256 students to one advisor across all college departments or units, under the national median student ratio of 300 students per advisor for a medium sized public masters granting institution (Advisor load statistics from 2011 NACADA National Survey of Academic Advising).

The institution has expanded collaboration with colleges and administrative areas across the university to enhance student success through academic advising and tracking. Advising works closely with college schedulers, analyzing student course needs, and offering courses based on student demand. Additionally, students are encouraged to register early by holding special registration events every fall and spring, and by sending out email notifications to remind students of registration.

USFSM has taken a proactive approach to working with students who are “at risk” or on academic probation. In November 2015, a dedicated Retention Advisor was hired to work with students who earns a USF GPA below a 2.0, who are placed on probation, and those who have an AP hold preventing registration. USFSM requires students to meet with an academic advisor and sign a probation contract in order to lift the hold, during which time the advisor has the opportunity to work with students on creating a plan to overcome barriers to success they are facing, and make appropriate referrals for other services. These students also receive assistance computing their GPA to identify exactly what grades are needed to lift the probation. Additionally, assistance in selecting appropriate courses for future enrollment is also provided. USFSM also utilizes an “early alert” system to allow faculty to refer students, prior to midterm grades, who are experiencing any difficulty and may benefit from outreach by the Retention Advisor. By reaching out to at-risk students earlier, the institution can have more of a positive impact on both their current and future performance.

A growing focus and concern for academic advising has been on minimizing student’s Excess Hours and developing best practices to support timely student progression in light of new or changing university policies, Florida Statutes, and legislative budgeting processes. As such, USFSM recently created the position for a Transfer Advisor, who through stronger cooperation and outreach with USF System’s burgeoning FUSE program, and a strengthening partnership with the USFSM Admissions department, will work to engage students earlier during the prospect/lead and admissions process to focus on such efforts as timely completion and excess hours, often resulting from transfer credits. By engaging students earlier, and building bridges between our various student services departments, USFSM feels that academic advising can play a strong, proactive role in helping current and potential students understand, plan for, and effectively navigate issues of timely completion and excess hours.

USFSM advising also continuously monitors service performance, as reflected on the Post-Advising Student Satisfaction Survey, sent to students after the completion of all advising appointments. For the 2015-2016 academic year, 97.1% of student respondents indicated they would, “Recommend this advisor to another student,” which is similar to the 2014-2015 rate of 97.3%. Advising structural changes continue to be made to meet students need.

## URL References

Advisor Recommendations:

[http://www.nacada.ksu.edu/Resources/Clearinghouse/View-2011 NACADA National Survey: Articles/Advisor-Load.aspx](http://www.nacada.ksu.edu/Resources/Clearinghouse/View-2011%20NACADA%20National%20Survey%20Articles/Advisor-Load.aspx)

<http://www.nacada.ksu.edu/Portals/0/Clearinghouse/documents/Chapter%206%20-%20Professional%20Advisor%20Load%20-%20FINAL.pdf>

## Admission to Academic Programs

### USF Tampa

Freshman applications to the USF Tampa from historically underrepresented populations, including multiracial students, totaled 14,416 for Summer/Fall 2015, representing 47.4% of the total freshman application pool of 30,393. For 2015 applications Hispanics represented 6,561 and Black/African American applications represented 4,683 of the applicant pool combined representing 37% of the total applicant pool.

Applications from Asians totaled 1,761(6%), while 1,292 multiracial students (4.3%), 66 American Indians (<1%) and 53 Native Hawaiian/Other Pacific Islanders (<1%) applied for freshman admission to USF. Offers of freshman admission to students from historically underrepresented populations totaled 5,453 in 2015-16, representing 40.2% of the cohort of admitted freshmen. Offers to Hispanic freshmen outpaced all other underrepresented cohorts at 2,702 or approximately 20% of all admissions offers. 1,103 Black freshmen (8.1%) were offered admission, as were 1,038 Asians (7.7%), 569 multiracial students (4.2%), 19 American Indians (<1%) and 22 Native Hawaiians/Other Pacific Islanders (<1%). The freshman admit rate for underrepresented populations in 2014-15 was 18%, compared to an overall admit rate of 45%, but under "One Florida," state universities are prohibited from addressing incorporating race, ethnicity or gender at the point of admission.

### USF St. Petersburg

USF St. Petersburg is working to improve its academic advising services in a number of ways. The institution will be implementing College Scheduler sometime in the fall of 2016. This program allows students to more easily schedule their courses, accounting for conflicts, co- and pre-requisites as well as degree needs. Advisors will be able to pre-load four year plans for each major so that student know which courses they will be required to take each semester to graduate in a timely manner. Advisors will also have access to Illume, a data analytics program, which will assist them to identify types of students most in need of close attention. USFSP will also pilot an early warning system in large critical courses which can be challenging for some students. Identifying struggling students early in the semester will allow us to direct them to the Student Success Center for academic assistance or to appropriate other resources (e.g., financial aid, Wellness Center) for other issues that may be negatively impacting their performance.

Another primary focus of academic advising this year will be on minimizing student's Excess Hours. USFSP is examining its existing policies and will be modifying them to improve this important performance measure.

Strategic Plan implementation efforts resulted in a proposal to launch a comprehensive first-year experience program titled Compass. Compass is designed to integrate new students into the academic and socio-cultural communities of USFSP. Activities target first-year student needs, success strategies and peer coaching. Compass upper-division peer coaches help guide first-year students to be successfully involved on campus, in the classroom and with faculty. Preparation for the launch took place during spring 2015 and the implementation of this cutting-edge program was initiated

in Summer 2015. We continue to review closely the “lessons learned” from the Quality Enhancement Plan (QEP) – all in an effort to address retention from all fronts. It is expected that these efforts will improve student retention rates, 4- and 6-year graduation rates as well as help reduce excess credit hours at USFSP.

## USF Sarasota-Manatee

**FTIC** - Freshman applications to USF Sarasota-Manatee from historically underrepresented populations, including multiracial students, totaled 235 applications for Summer/Fall 2015, representing 42.6% of the total freshman application pool of 552. This is compared to 200 applications the previous year which was 39.4% of our 2014 applicant pool of 507. This can also be compared to 138 applications in 2013 which was 35% of our applicant pool.

For Summer/Fall 2015 applications Hispanics represented 111 and Black/African American applications represented 83 of the applicant pool combined representing 35% of the total applicant pool. This can be compared to 2014 which saw 82 applications from Hispanics and 77 from Black/African American combined to represent 32% of the total applicant pool.

For 2015 applications from Asians totaled 14 (2.5%), while 25 multiracial students (4.5%), 1 American Indian (<1%) 1 Native Hawaiian/Other Pacific Islander (<1%) applied for freshman admission to USF.

Offers of freshman admission to students from historically underrepresented populations totaled 66 in Summer/Fall 2015, representing 38.6% of the cohort of admitted freshmen. This is compared to 49 in 2014 which was 28.5% of our admitted pool and 31 in 2013 which was 22.6% of our admitted pool.

Offers to Hispanic freshmen outpaced all other underrepresented cohorts at 41 or 24% of all offers. This was an increase from 2014 with offers to Hispanic freshmen at 25 or 14.5% of all offers.

7 Black freshmen (4.1%) were offered admission, as were 6 Asians (3.5%), 6 multiracial students (3.5%). We did not have any FTIC American Indians or Native Hawaiian/Other Pacific Islanders offered admission.

The freshman admit rate for underrepresented populations for Summer/Fall 2015 was 28.1% which was up by 3.6% from 24.5% in 2014. The overall FTIC admit rate at USFSM for Summer/Fall 2015 was 31%.

New freshman enrollments at USF from historically underrepresented populations totaled 26 and represented 28.9% of the entire freshman class in Summer/Fall 2015. This is compared to 25 enrolled FTIC in 2014 which represented 27% of the freshman class and 15 enrolled FTIC in 2013 which was 17% of the freshman class.

For Summer/Fall 2015 enrolled Hispanic freshmen (17) comprised 18.9% of the cohort, while Blacks (2) comprised 2.2%, Asians (4) 4.4%, and multiracial students (3) 3.3%. We did not have any FTIC American Indians or Native Hawaiian/Other Pacific Islanders enroll for Summer/Fall 2015.

Transfers - Transfers applicants to USFSM from historically underrepresented populations attending state and community colleges in the Florida College System (FCS) totaled 188 for Summer/Fall 2015, representing 32% of the total FCS transfer application pool of 588. This was an increase from 165 applications in 2015 and 141 applications in 2014. To compare further, for Summer/Fall 2010 we received 161 FCS transfer applications from historically underrepresented populations. Applications from Hispanic transfers outpaced all other cohorts with 101, or 53.7% of the total FCS transfer applications. Transfer applications from Blacks totaled 55 (29.3%), while 15 Asians (8%), 14 multiracial students (7.4%), and 3 American Indian (1.6%). We did not receive any FCS transfer applications from Native Hawaiian/Other Pacific Islanders.

Offers of transfer admission to FCS students from historically underrepresented populations totaled 128 in Summer/Fall 2015, representing 28.6% of the cohort of admitted FCS transfers. This was an increase of 22 admits from the pre-

vious year which was 106 (26% of admits). To compare further, for our Summer/Fall 2010 cohort 130 offers of transfer admission were made to FCS transfers from historically underrepresented populations which was 25.6% of the cohort of admitted FCS transfers.

Again, offers to Hispanic FCS transfer outpaced all other underrepresented cohorts at 74 or 57.8% of all offers. 29 Black transfers (22.7%) were offered admission, 10 multiracial students (7.8%), 13 Asians (10.2%), and 2 American Indians (1.6%). Each of these admit numbers increased from the previous year.

For Summer/Fall 2015 the transfer admit rate for underrepresented populations from state and community colleges in the Florida College System was 68.1%, compared to an overall admit rate of 76%. This can be compared to the admit rate for this population in 2014 which was 64.2% and an overall admit rate of 73.3%. For Summer/Fall 2010 the transfer admit rate for underrepresented populations from state and community colleges in the Florida College System was 80.7%, compared to an overall admit rate of 82.3%. The decrease in admit rates between 2010 and 2015 can be attributed to USFSM only accepting upper level transfer students until Fall 2012 and lower level transfer students have additional admission requirements that must be met for consideration (Ex. ACT or SAT score requirements).

New transfer enrollments for Summer/Fall 2015 at USFSM from historically underrepresented populations totaled 86 and represented 27.2% of the entire FCS transfer cohort in Summer/Fall 2015. This was an increase of 10 enrolled FCS transfers from 2014 which saw 76 enrolled students for 25.9% of the entire FCS transfer cohort. Hispanic transfers (54) comprised 17.1% of the cohort, while Blacks (16) comprised 5.1%, Asians (7) 2.2%, Multiracial students (8) 2.5% and American Indians (1) less than 1%. We did not have a Native Hawaiian enroll for this cohort. To compare further, new transfer enrollments for Summer/Fall 2010 at USFSM from historically underrepresented populations totaled 101 and represented 25.8% of the entire FCS transfer cohort. Again, we feel the decrease in enrollment at FCS after 2009 is a factor in this decrease in this number.

Additionally, although not covered by this report, in Summer/Fall 2015 USFSM received an additional 125 applications, admitted 49, and enrolled 34 new transfers from historically underrepresented populations from other two-year and four-year institutions, adding to the overall diversity of the new undergraduate student population. Hispanic transfers in this student type category had the largest representation in each stage with 54 applications, 23 admits, and 16 enrolled.

## Student Health Services

Student Health Services (SHS) is an ambulatory-care facility utilizing an integrated care model, combining a wide range of medical, counseling, prevention, and wellness services to help support individual students to be personally and academically healthy and successful. SHS is an appointment-based ambulatory care clinic with a brief-stay day infirmary. SHS does not provide x-ray, dental, or optometry services. Referrals are available to private facilities which provide these services.

### USF Tampa

#### Student Health Services, 2009-2015

|                         | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 |
|-------------------------|---------|---------|---------|---------|---------|---------|
| Total SHS Clinic Visits | 25,657  | 24,595  | 27,771  | 29,132  | 28,946  | 35,745  |
| Average Daily Visits    | 103     | 101     | 112     | 119     | 118     | 145     |
| Individuals Served      | 10,893  | 11,077  | 11,671  | 12,186  | 11,734  | 12,823  |

| Insurance         | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 |
|-------------------|---------|---------|---------|---------|---------|---------|
| No Insurance      | 43%     | 39%     | 41%     | 38%     | 39%     | 35%     |
| USF Insurance     | 23%     | 16%     | 15%     | 5%      | 4%      | 5%      |
| Private Insurance | 34%     | 45%     | 44%     | 57%     | 57%     | 60%     |

| Ethnicity        | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 |
|------------------|---------|---------|---------|---------|---------|---------|
| African American | 6%      | 10%     | 13%     | 13%     | 14%     | 13%     |
| Hispanic         | 3%      | 6%      | 3%      | 1%      | 0%      | 0%      |
| Asian            | 30%     | 5%      | 7%      | 9%      | 10      | 12%     |
| American Indian  | 0%      | 0%      | 0%      | 0%      | 0%      | 0%      |
| Caucasian        | 29%     | 49%     | 66%     | 69%     | 68%     | 64%     |
| Unknown          | 59%     | 30%     | 11%     | 8%      | 8%      | 11%     |

|                        |     |     |     |     |     |     |
|------------------------|-----|-----|-----|-----|-----|-----|
| International Students | N/A | N/A | N/A | N/A | N/A | N/A |
|------------------------|-----|-----|-----|-----|-----|-----|

**Insurance information** noted now represents the number of students who had either university or private health insurance when they visited SHS.

**International Students** is not currently collected in this medical management system.

Numbers reflected are for the Tampa Campus Only. The St. Petersburg campus which commenced medical services in September 2012 is reported separately below and the Sarasota-Manatee Campus contracts their services out.

**USF St. Petersburg**  
**Wellness Center Services, 2012-2015**

|                      | 2012-13<br>(opened Sept 2012) | 2013-14 | 2014-15 |
|----------------------|-------------------------------|---------|---------|
| Total SHS Visits     | 1,179                         | 1,812   | 1,962   |
| Average Daily Visits | 7                             | 8       | 9       |
| Individuals Served   | 615                           | 839     | 900     |

| <b>Insurance</b>  |         |         |         |
|-------------------|---------|---------|---------|
| No Insurance      | 48%     | 36%     | 34%     |
| USF Insurance     | unknown | unknown | unknown |
| Private Insurance | 52%     | 64%     | 66%     |

| <b>Ethnicity</b> |     |     |     |
|------------------|-----|-----|-----|
| African American | 11% | 10% | 12% |
| Hispanic         | 0%  | 0%  | 0%  |
| Asian            | 6%  | 6%  | 5%  |
| American Indian  | 1%  | 1%  | 1%  |
| Caucasian        | 75% | 74% | 76% |
| Unknown          | 7%  | 9%  | 6%  |

|                        |     |     |     |
|------------------------|-----|-----|-----|
| International Students | N/A | N/A | N/A |
|------------------------|-----|-----|-----|

The Wellness Center empowers the University of South Florida, St. Petersburg (USFSP) community by promoting a proactive and compassionate approach to holistic wellness and student development in an inclusive, collaborative and multidisciplinary environment.

We provide comprehensive and integrated professional services (including counseling & psychological services, medical services, health education & promotion, and victim advocacy services) to support holistic development for the entire USFSP community.

At the Wellness Center we embrace a definition of diversity that includes ethnic/racial identity, sexual orientation, age, sex, religious beliefs, socioeconomic status, gender identity, nationality, body shape/size and differences in physical ability. Our services are provided to assist the USFSP community in achieving and maintaining balanced living in regards to physical, emotional, vocational and relational functioning, with an emphasis on collaboration, prevention, and wellness. We are committed to creating a safe, inclusive, and affirming environment, which includes providing culturally appropriate services, culturally relevant training, increased accessibility, and quality service delivery.

Our website: <http://www.usfsp.edu/wellness/>

## USF Sarasota-Manatee

### The Counseling and Wellness Center, 2012-2015

|                    | 2012-13 | 2013-14 | 2014-15 |
|--------------------|---------|---------|---------|
| Total SHS Visits   | 111     | 63      | 115     |
| Individuals Served | 57      | 37      | 61      |

| Ethnicity        |     |    |    |
|------------------|-----|----|----|
| African American | 1   | 1  | 3  |
| Hispanic         | 0   | 0  | 4  |
| Asian            | 2   | 3  | 9  |
| Caucasian        | 108 | 33 | 45 |
| Unknown          | 0   | 0  | 0  |

The Counseling and Wellness Center (CWC) provides medical services including a range of primary care, referral, and educational services, for currently enrolled New College and USF Sarasota-Manatee students. Medical services are available Monday through Friday from 1-5pm during the Fall and Spring terms at the Counseling and Wellness Center.

Specialized services such as gynecological visits and immunizations are also available.

CWC Website: [www.ncf.edu/cwc](http://www.ncf.edu/cwc)

## Club and Intramural Athletics (report on sex equity only)

### USF Tampa

Club and Intramural Athletics enriches the educational experience by providing opportunities to students, faculty, and staff focused on the development of lifelong wellness skills. We provide diverse programs, services and facilities that contribute to learning in safe, challenging, and supportive environments. USF Sarasota-Manatee does not provide Club or Intramural Athletics at this time and will not be listed below.

#### USF Tampa Club and Intramural Athletics

| Campus Recreation<br>Equity Report<br>2014-15 | Total      | African-<br>American | White      | Asian      | Hispanic   | Other     | Sex        |            |
|---|------------|----------------------|------------|------------|------------|-----------|------------|------------|
|   |            |                      |            |            |            |           | Male       | Female     |
| Full-Time                                     | 28         | 4                    | 20         | 0          | 4          | 0         | 18         | 10         |
| Graduate Assistants                           | 9          | 2                    | 6          | 0          | 0          | 1         | 5          | 4          |
| <b>Totals</b>                                 | <b>37</b>  | <b>6</b>             | <b>26</b>  | <b>0</b>   | <b>4</b>   | <b>1</b>  | <b>23</b>  | <b>14</b>  |
| <b>Program:</b>                               |            |                      |            |            |            |           |            |            |
| Sports Clubs                                  | 11         | 1                    | 6          | 0          | 2          | 2         | 4          | 7          |
| Group Fitness                                 | 28         | 5                    | 20         | 2          | 1          | 0         | 3          | 25         |
| Fitness                                       | 56         | 11                   | 26         | 4          | 5          | 10        | 25         | 31         |
| Outdoor Recreation                            | 43         | 0                    | 27         | 2          | 9          | 5         | 21         | 22         |
| Marketing                                     | 4          | 0                    | 4          | 0          | 0          | 0         | 3          | 1          |
| Facilities                                    | 35         | 10                   | 15         | 1          | 6          | 3         | 17         | 18         |
| IM Sports                                     | 173        | 41                   | 68         | 31         | 28         | 5         | 132        | 41         |
| Aquatics                                      | 18         | 0                    | 13         | 1          | 3          | 1         | 10         | 8          |
| Membership Svc                                | 3          | 0                    | 2          | 0          | 1          | 0         | 1          | 2          |
| <b>Totals</b>                                 | <b>371</b> | <b>68</b>            | <b>181</b> | <b>41</b>  | <b>55</b>  | <b>26</b> | <b>216</b> | <b>155</b> |
|   |            | <b>18%</b>           | <b>49%</b> | <b>11%</b> | <b>15%</b> | <b>7%</b> | <b>58%</b> | <b>42%</b> |

### USF Sarasota-Manatee

USFSM currently has one co-ed competitive sport club, the Rowing Team, and provides on fitness class throughout the year for students, Yoga.

The following individuals were employed to support these efforts:

Yoga Instructor, one female, white

Rowing Coach, one male, white

## Student Financial Assistance

### USF Tampa

University Scholarships & Financial Aid Services (USFAS) provides information and tools to promote college access and affordability, particularly to first-generation and underrepresented students.

- **Pell Grant Eligible students:** In 2014-15, USF enrolled an undergraduate population that was 41.7% Pell Grant eligible, demonstrating our commitment to economically disadvantaged students.
- **Study Abroad Grants:** We expanded our efforts started last year and awarded 288 \$1,500 grants for Pell Grant recipients to pursue study abroad in summer 2016.
- **Financial Education Office:** This office, launched in April 2013, continues to expand its services to encompass a broad range of financial topics relevant to students during college and after their USF experience. During FY16, we have had contact with over 7,600 students.
  - We continued to provide assistance to 78 families of entering out of state students to help them understand how to pay for their students' education. We also developed an out of state budget calculator to help with providing this service.
  - This year we expanded our default aversion activities to help move students who were delinquent into repayment. Over 2,900 former students were contacted by phone. Through these efforts, 215 former students were assisted in bringing their loan payments out of delinquency.
  - We also communicated with students with past due balances. Students with incomplete financial aid documents were contacted by phone and assisted in resolving their institutional debt. Over 1,270 students were contacted and 717 students were successfully assisted in paying their bills.
- **College Planning Web Site:** USFAS maintains a college planning website with information and tools for students and their families, especially those who view cost as a barrier in achieving a college degree. The website provides quick links to a number of college planning resources including college cost calculators, step-by-step financial aid process, information on high school planning nights coordinated by the Hillsborough County School District, and other college planning resources. Professional staff from USFAS conducts many of these sessions. Brief videos are also available to guide students through filing the FAFSA and using UFS's OASIS student system.
- **Computer Stations in USFAS Lobby for Assisted Self-Service:** USFAS provides 12 computer stations in the office lobby with staff to assist students and families in completing applications and online forms. This service helps overcome perceived barriers for students and families who may feel overwhelmed by the application process.
- **Spanish Financial aid guides and FAFSA worksheets:** These federal publications are available in Spanish to assist students and their families. In addition, there is a full-time Spanish speaking staff member to assist families upon request.
- **Outreach Programs & Services:** USFAS develops and participates in many outreach programs and services throughout the year to assist students and their families in establishing realistic financial plans for achieving

a college education through planning, budgeting and applying early for financial aid.

- USFAS participates in numerous events during the year hosted by the **Office of Undergraduate Admissions**. These events include students who have indicated an interest in attending USF or have already been admitted.
- **FAFSA February:** During the month of February, USFAS promotes and provides one-to-one, guided assistance in the office lobby for students and their families completing the Free Application for Federal Student Aid (FAFSA).
- **Summer Access Programs:** USFAS provides financial aid and financial education presentations to students in the Student Support Services (TRIO) and Upward Bound/College Reach Out. Students in these programs are from underrepresented populations.
- Participated in the work of a **First Year Retention Committee** with a focus on ensuring that eligible freshmen who started at USF in the summer/fall 2015 are able to continue their enrollment for fall 2016.

## USF St. Petersburg

The USFSP Office of Financial Aid and Scholarships and the Military and Veterans Success Center (MVSC) provide information and tools to promote college access and affordability, particularly to first-generation, underrepresented students and to Veteran students and their families.

- **Pell Grant Eligible students:** In 2014-15, USFSP enrolled an undergraduate population that was 43% Pell Grant eligible, demonstrating our commitment to economically disadvantaged students. Additionally, federal Pell Grant pays up to a total of 24 credit hours in an academic year. Therefore, Pell eligible students who had attended full-time for Fall and Spring had exhausted their Pell Grant eligibility. USF (system) offered USF Need Based Summer Grants to USFSP Pell eligible students as a means to financially support economically disadvantaged students during the summer.
- **Study Abroad Grants:** Additional need based grants were awarded in summer 2016 in an effort to make a study abroad experience more affordable, and thus an option, for low income students.
- **College Planning:** The USFSP Office of Financial Aid created a Cost Calculator tool for students and their families to understand the “real” costs associated with attending our institution. As cost is often viewed as a barrier in achieving a college degree, this budgeting tool provides for a way to plan for school.
- **Computer Stations in the USFSP Office of Financial Aid for Assisted Self-Service:** The USFSP Office of Financial aid provides a computer station within the office for staff to assist students and families in completing applications and online forms. This service helps overcome perceived barriers for students and families who may feel overwhelmed by the application process, or who wish to have a more private interaction with staff.
- **Spanish Financial aid guides and FAFSA worksheets:** These federal publications are available in Spanish to assist students and their families. However, the federal government is in the process of phasing out the printed documents and are directing students to find the information online. During the Summer 2016, the USFSP webpage is being redesigned to include links to these Hispanic language documents. In addition, there is a full-time Spanish speaking staff member to assist families during Orientations and through one-on-one appointments.

- **Outreach Programs & Services:** The USFSP Office of Financial Aid and Scholarships as well as the Military and Veterans Success Center develop and participate in many outreach programs and services throughout the year to assist students and their families in establishing realistic financial plans for achieving a college education through planning, budgeting, and applying for financial aid. Pinellas County School District invites USFSP to participate in high school planning nights along with the Florida Department of Education. Professional staff from the USFSP Office of Financial Aid conducts many of these sessions.
- The USFSP Office of Financial Aid participates in numerous events during the year hosted by the **USFSP Office of Undergraduate Admissions**. These events include students who have indicated an interest in attending USFSP or have already been admitted.
- **FAFSA Frenzy:** On President's Day every year, our office promotes and provides one-to-one, guided assistance in our Student Success Center for students and their families completing the Free Application for Federal Student Aid (FAFSA).
- **The USFSP Office of Financial Aid** provides financial aid and financial education presentations to students throughout the campus. Students in this program are from underrepresented populations

## USF Sarasota-Manatee

The USFSM Office of Admissions and Financial Aid provide information and tools to promote college access and affordability, particularly to first-generation and underrepresented students.

- **Pell Grant Eligible students at USF Sarasota-Manatee** in 2014-15, enrolled an undergraduate population that was 40% Pell Grant recipients, demonstrating our commitment to economically disadvantaged students.
- **Scholarships:** USFSM Office of Financial Aid administers need based foundation scholarships which are available and therefore enables underrepresented students the opportunity to apply.
- **Study Abroad Grants:** Study abroad grants and Scholarships were awarded in summer 2015 in an effort to make a study abroad experience more affordable, and thus an option, for low income students.
- **College Planning Web Site:** USFSM Office Financial Aid provides a college planning website with information and tools for students and their families, especially those who view cost as a barrier in achieving a college degree. The website provides quick links to a number of college planning resources including college cost calculators, step-by-step financial aid process, information on high school planning nights coordinated by the Hillsborough County School District, and other college planning resources. Professional staff from USFAS conducts many of these sessions. Brief videos are also available to guide students through filing the FAFSA and using USF's OASIS student system.
- **Computer Stations in the Financial Aid Lobby for Assisted Self-Service:** USFSM provides four computer stations in the office lobby with staff to assist students and families in completing applications and online forms. This service helps overcome perceived barriers for students and families who may feel overwhelmed by the application process.
- **Spanish Financial aid guides and FAFSA worksheets:** These federal publications are available in Spanish to assist students and their families. In addition, there is a full-time Spanish speaking staff member to assist families upon request.

- **Outreach Programs & Services:** USFSM Office Financial Aid develops and participates in many outreach programs and services throughout the year to assist students and their families in establishing realistic financial plans for achieving a college education through planning, budgeting and applying early for financial aid.
- The Office of Financial Aid participates in numerous events during the year hosted by the **Office of Undergraduate Admissions**. These events include students who have indicated an interest in attending USF Sarasota-Manatee or have already been admitted.
- **FAFSA (Oct-March):** The Office of Financial Aid staff promotes and provides one-to-one guided assistance in the office lobby for students and their families and participates in the Florida College Goal Sunday initiative to assist students and parents complete the Free Application for Federal Student Aid (FAFSA). In addition, FAFSA workshops are presented to local High Schools and this year became involved with the Florida FAFSA challenge through Florida College Access Network with the Sarasota School District and Sarasota Chamber of Commerce.
- **Community Access Programs:** The Office of Financial Aid provides financial aid presentations to students in community sponsored programs such as Take Stock in Children for low-income students, Unidos Now, Sarasota High Achievers Program and Community Youth Development programs. Students in these programs are from underrepresented populations.

## Housing

USF Housing & Residential Education provides a safe community, innovative programs, and quality services that contribute to our residents' success by fostering their learning, personal development, and citizenship. Housing information for USF Tampa and USF St Petersburg are depicted in the following tables. USF Sarasota-Manatee does not currently offer student housing

USF Tampa

| Housing & Residential Education Statistics                 | Fall 2015     |                | Fall 2014     |                | Fall 2013     |                | Fall 2012     |                | Fall 2011     |                |
|--|---------------|----------------|---------------|----------------|---------------|----------------|---------------|----------------|---------------|----------------|
|  | Housing       |                | Housing       |                | Housing       |                | Housing       |                | Housing       |                |
|  | # of students | % of total     |
| Florida Resident (F+R)                                     | 4342          | 77.80%         | 4346          | 78.41%         | 4040          | 78.78%         | 4582          | 83.97%         | 4219          | 82.35%         |
| Out of State (N+E)   | 484           | 8.67%          | 439           | 7.92%          | 423           | 8.25%          | 402           | 7.37%          | 360           | 7.03%          |
| Out of Country (A)   | 555           | 9.94%          | 526           | 9.49%          | 482           | 9.40%          | 382           | 7.00%          | 331           | 6.46%          |
| Special Fl. Resident (T)                                   | 200           | 3.58%          | 232           | 4.19%          | 183           | 3.57%          | 232           | 1.67%          | 213           | 4.16%          |
| <b>TOTAL STUDENTS</b>                                      | <b>5581</b>   | <b>100.00%</b> | <b>5543</b>   | <b>100.00%</b> | <b>5128</b>   | <b>100.00%</b> | <b>5543</b>   | <b>100.00%</b> | <b>5123</b>   | <b>100.00%</b> |
| Male   | 2376          | 42.57%         | 2449          | 44.18%         | 2194          | 42.78%         | 2449          | 42.51%         | 2241          | 43.74%         |
| Female   | 3205          | 57.43%         | 3094          | 55.82%         | 2934          | 57.22%         | 3137          | 57.49%         | 2882          | 56.26%         |
| <b>TOTAL STUDENTS</b>                                      | <b>5581</b>   | <b>100.00%</b> | <b>5543</b>   | <b>100.00%</b> | <b>5128</b>   | <b>100.00%</b> | <b>5457</b>   | <b>100.00%</b> | <b>5123</b>   | <b>100.00%</b> |
| Asian (5) (formerly Asian or Pacific Islander)             | 304           | 5.45%          | 290           | 5.23%          | 258           | 5.03%          | 260           | 4.76%          | 236           | 4.61%          |
| Black/non-Hispanic (6) (formerly Black)                    | 581           | 10.41%         | 589           | 10.63%         | 527           | 10.28%         | 605           | 11.09%         | 614           | 11.99%         |
| Hispanic/Latino/Spanish origin (3) (formerly Hispanic)     | 1026          | 18.38%         | 938           | 16.92%         | 851           | 16.60%         | 900           | 16.46%         | 838           | 16.36%         |
| American Indian/Alaskan Native (4) (formerly same)         | 7             | 0.13%          | 8             | 0.14%          | 8             | 0.16%          | 13            | 0.24%          | 15            | 0.29%          |
| White, non-Hispanic (8) (formerly White)                   | 2718          | 48.70%         | 2775          | 50.06%         | 2635          | 51.38%         | 2994          | 54.87%         | 2863          | 55.89%         |
| Race and Ethnicity Unknown (2) (formerly unknown)          | 73            | 1.31%          | 76            | 1.37%          | 77            | 1.50%          | 67            | 1.23%          | 50            | 0.98%          |
| Two or more races (9) (formerly other)                     | 222           | 3.98%          | 223           | 4.02%          | 206           | 4.02%          | 215           | 3.94%          | 151           | 2.95%          |
| Native Hawaiian or Other Pacific Island (7) (new category) | 10            | 0.18%          | 11            | 0.20%          | 10            | 0.20%          | 10            | 0.18%          | 10            | 0.20%          |
| Non-Resident Alien (1) (new category)                      | 640           | 11.47%         | 633           | 11.42%         | 556           | 10.84%         | 393           | 7.20%          | 346           | 6.75%          |
| <b>TOTAL STUDENTS*</b>                                     | <b>5581</b>   | <b>100.00%</b> | <b>5543</b>   | <b>100.00%</b> | <b>5128</b>   | <b>100.00%</b> | <b>5457</b>   | <b>100.00%</b> | <b>5123</b>   | <b>100.00%</b> |

## USF Tampa (con't.)

| Housing & Residential Education Statistics | Fall 2015   |                | Fall 2014   |                | Fall 2013   |                | Fall 2012   |                | Fall 2011   |                |
|--|-------------|----------------|-------------|----------------|-------------|----------------|-------------|----------------|-------------|----------------|
|  |             |                |             |                |             |                |             |                |             |                |
| New Freshmen                               | 2489        | 44.60%         | 2447        | 44.15%         | 2314        | 45.12%         | 2564        | 44.99%         | 2271        | 44.33%         |
| Returning Freshmen                         | 104         | 1.86%          | 87          | 1.57%          | 53          | 1.03%          | 148         | 2.71%          | 216         | 4.22%          |
| New Sophomore                              | 691         | 12.38%         | 715         | 12.90%         | 677         | 13.20%         | 560         | 10.26%         | 459         | 8.96%          |
| Returning Sophomore                        | 721         | 12.92%         | 678         | 12.23%         | 614         | 11.97%         | 780         | 14.29%         | 918         | 17.92%         |
| New Junior                                 | 258         | 4.62%          | 293         | 5.29%          | 278         | 5.42%          | 252         | 4.62%          | 239         | 4.67%          |
| Returning Junior                           | 495         | 8.87%          | 521         | 9.40%          | 434         | 8.46%          | 580         | 10.63%         | 442         | 8.63%          |
| New Senior                                 | 6           | 0.11%          | 17          | 0.31%          | 23          | 0.45%          | 23          | 0.42%          | 21          | 0.41%          |
| Returning Senior                           | 447         | 8.01%          | 420         | 7.58%          | 347         | 6.77%          | 347         | 6.36%          | 314         | 6.13%          |
| New Grad                                   | 24          | 0.43%          | 27          | 0.49%          | 27          | 0.53%          | 41          | 0.75%          | 33          | 0.64%          |
| Returning Grad                             | 9           | 0.16%          | 12          | 0.22%          | 11          | 0.21%          | 13          | 0.24%          | 34          | 0.66%          |
| Non-Degree Seeking                         | 337         | 6.04%          | 326         | 5.88%          | 350         | 6.83%          | 149         | 2.73%          | 176         | 3.44%          |
| <b>TOTAL STUDENTS</b>                      | <b>5581</b> | <b>100.00%</b> | <b>5543</b> | <b>100.00%</b> | <b>5128</b> | <b>100.00%</b> | <b>5457</b> | <b>100.00%</b> | <b>5123</b> | <b>100.00%</b> |
| Under 18                                   | 255         | 4.57%          | 281         | 5.07%          | 264         | 5.15%          | 282         | 5.17%          | 218         | 4.26%          |
| 18   | 2875        | 51.51%         | 2935        | 52.95%         | 2744        | 53.51%         | 2961        | 54.26%         | 2409        | 47.02%         |
| 19   | 1376        | 24.66%         | 1241        | 22.39%         | 1096        | 21.37%         | 1346        | 24.67%         | 1291        | 25.20%         |
| 20   | 521         | 9.34%          | 508         | 9.16%          | 461         | 8.99%          | 329         | 6.03%          | 544         | 10.62%         |
| 21   | 285         | 5.11%          | 267         | 4.82%          | 247         | 5.34%          | 199         | 3.65%          | 298         | 5.82%          |
| 22   | 109         | 1.95%          | 124         | 2.24%          | 117         | 2.28%          | 118         | 2.16%          | 149         | 2.91%          |
| 23+  | 159         | 2.85%          | 176         | 3.18%          | 165         | 3.22%          | 222         | 4.07%          | 214         | 4.18%          |
| Unknown                                    | 1           | 0.02%          | 11          | 0.20%          | 7           | 0.14%          | 0           | 0.00%          | 0           | 0.00%          |
| <b>TOTAL STUDENTS</b>                      | <b>5581</b> | <b>100.0%</b>  | <b>5534</b> | <b>100.0%</b>  | <b>5128</b> | <b>100.0%</b>  | <b>5457</b> | <b>100.0%</b>  | <b>5123</b> | <b>100.0%</b>  |
| New FTICs (Summer or Fall)                 | 3311        | 59.33%         | 3234        | 58.34%         | 3044        | 59.36%         | 3060        | 56.07%         | 2639        | 51.51%         |
| New Transfers (Summer or Fall)             | 178         | 3.19%          | 276         | 4.98%          | 259         | 5.05%          | 339         | 6.21%          | 355         | 6.93%          |
| New Graduate Students (Summer or Fall)     | 23          | 0.41%          | 32          | 0.58%          | 34          | 0.66%          | 41          | 0.75%          | 45          | 0.88%          |
| Returning Students                         | 1779        | 31.88%         | 1718        | 30.99%         | 1479        | 28.84%         | 1868        | 34.23%         | 1908        | 37.24%         |
| Non-Degree Seeking                         | 290         | 5.20%          | 283         | 5.11%          | 312         | 6.08%          | 149         | 2.73%          | 176         | 3.44%          |
| <b>TOTAL STUDENTS</b>                      | <b>5581</b> | <b>100.00%</b> | <b>5543</b> | <b>100.00%</b> | <b>5128</b> | <b>100.00%</b> | <b>5457</b> | <b>100.00%</b> | <b>5123</b> | <b>100.00%</b> |

USF St. Petersburg

| Housing & Residential Education Statistics                 | Fall 2015     |             | Fall 2014     |             | Fall 2013     |             | Fall 2012     |             | Fall 2011     |             |
|--|---------------|-------------|---------------|-------------|---------------|-------------|---------------|-------------|---------------|-------------|
|  | Housing       |             | Housing       |             | Housing       |             | Housing       |             | Housing       |             |
|  | # of students | % of total  |
| Florida Resident (F+R)                                     | 608           | 94.12%      | 473           | 92.56%      | 512           | 92.92%      | 568           | 94.82%      | 432           | 93.51%      |
| Out of State (N+E)   | 23            | 3.56%       | 19            | 3.72%       | 22            | 3.99%       | 15            | 2.50%       | 13            | 2.81%       |
| Out of Country (A)   | 10            | 1.55%       | 11            | 2.15%       | 11            | 2.00%       | 9             | 1.50%       | 8             | 1.73%       |
| Special Fl. Resident (T)                                   | 5             | 0.77%       | 8             | 1.57%       | 6             | 1.09%       | 7             | 1.17%       | 9             | 1.95%       |
| <b>TOTAL STUDENTS</b>                                      | <b>646</b>    | <b>100%</b> | <b>511</b>    | <b>100%</b> | <b>551</b>    | <b>100%</b> | <b>599</b>    | <b>100%</b> | <b>462</b>    | <b>100%</b> |
| Male   | 229           | 35.45%      | 169           | 33.07%      | 193           | 35.03%      | 257           | 42.90%      | 176           | 38.10%      |
| Female   | 417           | 64.55%      | 342           | 66.93%      | 358           | 64.97%      | 342           | 57.10%      | 286           | 61.90%      |
| <b>TOTAL STUDENTS</b>                                      | <b>646</b>    | <b>100%</b> | <b>511</b>    | <b>100%</b> | <b>551</b>    | <b>100%</b> | <b>599</b>    | <b>100%</b> | <b>462</b>    | <b>100%</b> |
| Asian (5) (formerly Asian or Pacific Islander)             | 14            | 2.17%       | 5             | 0.99%       | 21            | 3.81%       | 22            | 3.67%       | 10            | 2.16%       |
| Black/non-Hispanic (6) (formerly Black)                    | 74            | 11.46%      | 59            | 11.73%      | 67            | 12.16%      | 84            | 14.02%      | 55            | 11.90%      |
| Hispanic/Latino/Spanish origin (3) (formerly Hispanic)     | 129           | 19.97%      | 100           | 19.88%      | 87            | 15.79%      | 114           | 19.03%      | 99            | 21.43%      |
| American Indian/Alaskan Native (4) (formerly same)         | 1             | 0.15%       | 0             | 0.00%       | 0             | 0.00%       | 0             | 0.00%       | 2             | 0.43%       |
| White, non-Hispanic (8) (formerly White)                   | 364           | 56.35%      | 296           | 58.85%      | 345           | 62.61%      | 350           | 58.43%      | 276           | 59.74%      |
| Race and Ethnicity Unknown (2) (formerly unknown)          | 14            | 2.17%       | 3             | 0.60%       | 7             | 1.27%       | 7             | 1.17%       | 3             | 0.65%       |
| Two or more races (9) (formerly other)                     | 44            | 6.81%       | 34            | 6.76%       | 24            | 4.36%       | 18            | 3.01%       | 17            | 3.68%       |
| Native Hawaiian or Other Pacific Island (7) (new category) | 2             | 0.31%       | 2             | 0.40%       | 0             | 0.00%       | 2             | 0.33%       | 0             | 0.00%       |
| Non-Resident Alien (1) (new category)                      | 4             | 0.62%       | 4             | 0.80%       | 0             | 0.00%       | 2             | 0.33%       | 0             | 0.00%       |
| <b>TOTAL STUDENTS*</b>                                     | <b>646</b>    | <b>100%</b> | <b>503</b>    | <b>100%</b> | <b>551</b>    | <b>100%</b> | <b>599</b>    | <b>100%</b> | <b>462</b>    | <b>100%</b> |
| Under 18   | 103           | 15.94%      | 80            | 15.66%      | 59            | 10.71%      | 70            | 11.96%      | 59            | 12.77%      |
| 18   | 332           | 51.39%      | 244           | 47.75%      | 297           | 53.90%      | 370           | 61.77%      | 251           | 54.33%      |
| 19   | 120           | 18.58%      | 102           | 19.96%      | 129           | 23.41%      | 93            | 15.53%      | 101           | 21.86%      |
| 20   | 51            | 7.89%       | 46            | 9.00%       | 41            | 7.44%       | 42            | 7.01%       | 34            | 7.36%       |
| 21   | 24            | 3.72%       | 18            | 3.52%       | 19            | 3.45%       | 15            | 2.50%       | 12            | 2.60%       |
| 22   | 4             | 0.62%       | 17            | 3.33%       | 4             | 0.73%       | 3             | 0.50%       | 3             | 0.65%       |
| 23+  | 12            | 1.86%       | 4             | 0.78%       | 2             | 0.36%       | 6             | 1.00%       | 2             | 0.43%       |
| Unknown  |               | 0.00%       |               | 0.00%       |               | 0.00%       |               | 0.00%       |               | 0.00%       |
| <b>TOTAL STUDENTS</b>                                      | <b>646</b>    | <b>100%</b> | <b>511</b>    | <b>100%</b> | <b>551</b>    | <b>100%</b> | <b>599</b>    | <b>100%</b> | <b>462</b>    | <b>100%</b> |

In the 2015-2016 academic year at USF St. Petersburg, housing residents were 64.6% female and Florida residents made up 94.1% of all residents. With regards to race, White students represented 56.4%, 11.5% identified as Black/Non-Hispanic, Hispanics represented 19.9%, and students with two or more races represented 6.8%. The diversity of the student body is reflected in housing and residential life.

## Student Employment

The following section details the trends of student employment for 2013-2015 academic years. These data were obtained from the Office of Human Resources, Information, and Solutions (HRIS).

**USF System Employment Trends, Students 2013-2015**

| Year                        | American Indian |          | Asian |          | Black |          | Hispanic |          | Pacific Islander |          | Whites |          | Not Specified |          | Males |          | Females |          | *Total |          |
|-----------------------------|-----------------|----------|-------|----------|-------|----------|----------|----------|------------------|----------|--------|----------|---------------|----------|-------|----------|---------|----------|--------|----------|
|                             | N               | & Change | N     | & Change | N     | & Change | N        | & Change | N                | & Change | N      | & Change | N             | & Change | N     | & Change | N       | & Change | N      | & Change |
| <b>USF System</b>           |                 |          |       |          |       |          |          |          |                  |          |        |          |               |          |       |          |         |          |        |          |
| 2015                        | 12              | 9%       | 354   | 7%       | 579   | 0%       | 529      | -1%      | 10               | -23%     | 1,699  | 2%       | 10            | -41%     | 1,370 | 1%       | 1,823   | 2%       | 3,193  | 2%       |
| 2014                        | 11              | 22%      | 332   | 28%      | 578   | 4%       | 532      | 18%      | 13               | 0%       | 1,659  | 1%       | 17            | -47%     | 1,355 | 7%       | 1,787   | 5%       | 3,142  | 6%       |
| 2013                        | 9               | N/A      | 259   | N/A      | 555   | N/A      | 451      | N/A      | 13               | N/A      | 1,645  | N/A      | 32            | N/A      | 1,263 | N/A      | 1,701   | N/A      | 2,964  | N/A      |
| 3-Year                      |                 | 33%      |       | 37%      |       | 4%       |          | 17%      |                  | -23%     |        | 3%       |               | -69%     |       | 8%       |         | 7%       | 0      | 8%       |
| <b>USF Tampa</b>            |                 |          |       |          |       |          |          |          |                  |          |        |          |               |          |       |          |         |          |        |          |
| 2015                        | 9               | 13%      | 337   | 7%       | 532   | -2%      | 476      | -2%      | 8                | -20%     | 1,410  | -1%      | 9             | -47%     | 1,213 | 0%       | 1,568   | -2%      | 2,781  | -1%      |
| 2014                        | 8               | 14%      | 314   | 28%      | 545   | 7%       | 486      | 16%      | 10               | 11%      | 1,429  | -2%      | 17            | -43%     | 1,213 | 7%       | 1,596   | 3%       | 2,809  | 5%       |
| 2013                        | 7               | N/A      | 246   | N/A      | 511   | N/A      | 419      | N/A      | 9                | N/A      | 1,459  | N/A      | 30            | N/A      | 1,136 | N/A      | 1,545   | N/A      | 2,681  | N/A      |
| 3-Year                      |                 | 29%      |       | 37%      |       | 4%       |          | 14%      |                  | -11%     |        | -3%      |               | -70%     |       | 7%       |         | 1%       |        | 4%       |
| <b>USF St. Petersburg</b>   |                 |          |       |          |       |          |          |          |                  |          |        |          |               |          |       |          |         |          |        |          |
| 2015                        | 3               | 50%      | 8     | -43%     | 42    | 40%      | 42       | 2%       | 2                | -33%     | 249    | 25%      | 1             | 0%       | 134   | 12%      | 213     | 25%      | 347    | 20%      |
| 2014                        | 2               | 0%       | 14    | 17%      | 30    | -25%     | 41       | 41%      | 3                | 0%       | 200    | 20%      | 0             | 0%       | 120   | 9%       | 170     | 20%      | 290    | 15%      |
| 2013                        | 2               | N/A      | 12    | N/A      | 40    | N/A      | 29       | N/A      | 3                | N/A      | 166    | N/A      | 0             | N/A      | 110   | N/A      | 142     | N/A      | 252    | N/A      |
| 3-Year                      |                 | 50%      |       | -33%     |       | 5%       |          | 45%      |                  | -33%     |        | 50%      |               | 0%       |       | 22%      |         | 50%      | 0      | 38%      |
| <b>USF Sarasota-Manatee</b> |                 |          |       |          |       |          |          |          |                  |          |        |          |               |          |       |          |         |          |        |          |
| 2015                        | 0               | -100%    | 9     | 125%     | 5     | 67%      | 11       | 120%     | 0                | 0%       | 40     | 33%      | 0             | 0%       | 23    | 5%       | 42      | 100%     | 65     | 51%      |
| 2014                        | 1               | 0%       | 4     | 300%     | 3     | -25%     | 5        | 67%      | 0                | -100%    | 30     | 50%      | 0             | -100%    | 22    | 29%      | 21      | 50%      | 43     | 39%      |
| 2013                        | 0               | N/A      | 1     | N/A      | 4     | N/A      | 3        | N/A      | 1                | N/A      | 20     | N/A      | 2             | N/A      | 17    | N/A      | 14      | N/A      | 31     | N/A      |
| 3-Year                      |                 | 0%       |       | 800%     |       | 25%      |          | 267%     |                  | -100%    |        | 100%     |               | -100%    |       | 35%      |         | 200%     | 0      | 110%     |

Source: USF System Office of Human Resources Information & Services

The USF System student employment trends covers 2013-2015 data with a breakdown for gender and race/ethnicity. This report focuses on the 2014 and 2015 data. There were 3,193 student employees in 2015 and this reflects a 2% increase in overall workforce in this category from 2014. Females accounted for 57.1% of employees in this category and had a 5% increase (1,823) in this category of students for academic year 2014-15.

While there were a small decrease (2%) in gender representation for USF Tampa there were steady gains in the employment of female students at USF St. Petersburg (20% in 2014 and 25% in 2015). USF Sarasota-Manatee showed the largest gains with a 50% increase 2014 and 100% increase in 2015.

With regards to race/ethnic diversity for the USF System, there have been declines in Hispanic (1%), Pacific Islander (23%), Not Specified (41%), no change in Black, and gains in all categories. Although USF Tampa has the most diverse student employee population, which is consistent with student enrollment, USFSP and USFSM have both been seeing gains in Black and Hispanic student employees.

Based on these data there is an opportunity to employ a more diverse student population which is contingent upon the enrollment of more racial/ethnically diverse students.

## Educational and Work Environment

### USF Tampa

The university provides a comprehensive academic experience for all students, to include both academic rigor and out of classroom learning experiences. The plethora of activities, programs, services and facilities that are designed to enrich the overall learning experience while helping students reach their educational, personal, and professional goals are intentional and strategic in nature to ensure measurable student learning outcomes. Out of class learning contributes to the holistic development of our students beyond the undergraduate experience. These learning experiences include student employment opportunities which support student learning, retention, skill and career development, and ultimately contributing to future job placement. Student Affairs focuses its work on the out-of-class learning experience and is therefore committed to student success through the personal, social, civic, leadership, physical, character and intellectual development of our students. As partners in the educational and work environment at the university, students are being prepared to become lifelong learners, community leaders and global citizens. The work of Student Affairs is intended to improve the educational environment and future employment opportunities, allowing students to obtain tangible work experience that will help prepare them for entrance into various entry level career fields. The activities, programs, services and facilities are established to enhance, grow, nurture, and promote the students development in educational, global, cultural, work and social settings. Student Affairs is consistent in the programs and services provided to students and remains innovative in contributing to the student success initiatives of the University.

### USF St. Petersburg

The university offers an excellent education and valuable out of class opportunities. These opportunities encourage and support the holistic development of our students by providing student employment opportunities which support student learning, success, and retention. Student Affairs, through the many services offered, focuses its work on the out-of-class learning experience and is therefore committed to the personal, social, civic, leadership, physical, character and intellectual development of our students. As partners in the educational and work environment at the university, students are being prepared to become lifelong learners, friends, community leaders and global citizens. The services

provided to students are intended to continuously improve the educational environment and employment opportunities that allow students to obtain tangible experience that can help prepare them for entrance into the work force. The services are established to nurture, enhance, and promote the students growth and development in educational, global, cultural, work and social settings, as well as support their intellectual, physical, and overall well-being. The campus environment continually offers new challenges and requires new strategies to address the vast needs of our students in order to contribute to the retention and graduation efforts of the university.

## **USF Sarasota-Manatee**

The university offers both excellent academic education as well as valuable “field” opportunities. Our co-curricular and student employment experiences support the holistic development of our students by providing opportunities for the development of soft skills as well as the opportunity for students to network and develop important connections and mentoring relationships. Academic and Student Affairs provides critical support services to enrich the student experience, promote student learning; encourage intellectual, social, and personal development; and to advocate for policies and programs that empower students to reach their personal, educational, and professional goals. We are in the midst of transitioning from a traditional Academic Advising model to a Career Success model of service delivery; we are hiring a team of industry professionals to advise our students around not only their course selection, but also the networks, experiences, credentials, etc. they need to pursue to achieve career success upon graduation. Additionally, we are revamping our Work Study program to include learning outcomes as well as revising our training for supervisors to allow our work-study program to transform into a true on-campus internship program. We recognize that the campus environment continually offers new challenges and requires fresh strategies to address the needs of our diverse student population, and we continue to measure and assess these efforts on an ongoing basis.

## Effectiveness in Enrollment (Part III. E)

### USF Tampa

Careful enrollment planning and management has been the foundation of the University of South Florida's student success initiative for the past five years. We have revised admissions standards throughout the USF System so that we recruit and enroll undergraduate students who are prepared to earn the degree of their choice in a timely manner, with minimal levels of debt. We therefore evaluate our own performance as much by the outputs (graduation rates and degrees awarded), as by inputs (enrollment numbers and percentages, by race, ethnicity, and gender).

In this context, we monitor slight variations in enrollment carefully and adjust enrollment plans accordingly, so that we maintain a teaching and learning environment on our campuses that reflect the diverse global marketplace in which our graduates will compete. We take some pride in the fact that we continue to serve a high number and percentage of under-represented minorities as well as a high number and percentage of limited-income students. Indeed, the enrollment numbers show that the enrollment of under-represented minorities and Pell Grant recipients has increased over the last five years.

Looking at outcomes, the University of South Florida has substantially increased the number of degrees awarded to Black and Hispanic students. While there has been a slight decline in the number of black students admitted as FTICs, the number of undergraduate degrees awarded to Black and Hispanic students has increased. This increase is due in part to 1) the intense institutional focus on moving students through the "pipeline" at an accelerated rate, and 2) higher numbers of minority students entering the university as transfer students.

More importantly still, the University of South Florida is one of the few institutions in the country to eliminate the achievement gap by race, ethnicity, and socio-economic status. While four- and six-year graduation rates for all students have increased from 51% to 68% in the last five years, the higher rates of improvement for Black and Hispanic students during that time period have eliminated the gap that characterizes most institutions. Black and Hispanic students graduate at rates equal or superior to rates of white students; likewise, graduation rates for limited income students are equal to those of higher income students. These unprecedented gains have been highlighted in reports by national education organizations, including the *Center for American Progress* and *The Education Trust*.

At the graduate level, the increases in Black, Hispanic, and Asian enrollment over the past five years have been accompanied by a slight decline in white student enrollment. Despite the increases in graduate enrollment for under-represented minorities, USF still recognizes opportunities to enroll more minority students in its graduate programs. A strategic graduate student enrollment plan will target ten to fifteen programs for growth over the next few years. That plan will identify geographical and programmatic opportunities for boosting graduate enrollment through careful recruitment of minorities, out of state students, and international students.

### USF St. Petersburg

USFSP initiated a comprehensive program named COMPASS 2015 in consultation with Dr. Tim Bono from Washington University St. Louis to assist in the enrollment and retention efforts which should yield results in next year's report.

## USF Sarasota-Manatee

We note an 8% increase in Bachelor's Degrees Awarded to African-American & Hispanic Students. Further, in the Spring 16 administration of the CIRP Senior Survey, the following results are germane:

- On a scale of 1-4 (Strongly Agree to Strongly Disagree), 83% of students agree or strongly agreed that the "institution has contributed to their knowledge of people from different races/cultures (mean = 3.13).
- On a scale of 1-5 (Very Satisfied to Very Dissatisfied), 66% of students were very satisfied or satisfied with the racial/ethnic diversity of the student body (mean = 3.94)
- On a scale of 1-5 (Very Satisfied to Very Dissatisfied), 73% of students were very satisfied or satisfied with the college's respect for the expression of diverse beliefs (mean = 4.07).

## Accolades for the University of South Florida

### Academic Value

- The National Science Foundation ranked USF No. 25 among public universities, up from No. 27 in 2014, and ranked it No. 41 among private and public universities in the United States, up from No. 43 in 2014. Among Florida schools, USF is No. 2.
- In the 2014 edition of the *U.S. News & World Report's* Best Colleges, USF is ranked 14<sup>th</sup> as an 'up and coming' university among the country's national universities.
- *The Princeton Review* and *Entrepreneur Magazine* once again rank USF's interdisciplinary graduate entrepreneurship program among the top 25 programs in the nation (#13), the only Florida program included (2015).
- USF was named one of the Top 100 Best Values in Public Colleges (#52) by *Kiplinger's Personal Finance* for 2015.
- According to the Academic Ranking of World Universities (ARWU) (2014), USF ranks among the top 300 of the best colleges and universities in the world.
- USF is recognized by *Princeton Review* as one of the top 75 Best College Values (2014).
- Many of USF's Social Science programs rank as top programs in the country: Overall Social Science (#85), Anthropology (#78), Economics (#29), Political Science (#61), Psychology (#88), Sociology (#80) (Center for Public Anthropology, 2013).
- USF's part-time MBA is the top program among Florida's 12 state universities, and No. 16 among public schools in the nation (Bloomberg BusinessWeek, 2013).
- USF is named in *Princeton Review's* Best 379 Colleges: 2015 Edition.
- USF ranks among the top tier of colleges listed in the USNWR Best Colleges 2015, ranking in the top 100 of best public schools.
- According to the Times Higher Education (THE) World University Ranking (2014), USF ranks among the top 275 of the best colleges and universities in the world.
- According to the Quacquarelli Symonds (QS) World University Rankings, USF ranks as one of the top universities in the world (2014).

### Diversity

- USF has been named one of the top 50 Colleges Advancing Women in Science, Technology, Engineering, and Math (STEM) (The College Database, 2013).
- The USF College of Engineering ranked in the top five nationally in conferring engineering doctorates to both

African American and Hispanic/Latino students (Diverse Issues in Higher Education, 2013).

- With a student body representing over 130 different countries, USF is one of the 40 most diverse public universities in the country and the second most diverse public university in the state of Florida, according to *U.S. News & World Report's* recent Diversity Index ratings.
- USF consistently ranks in the top 25 or 50 in Top 100 Colleges Awarding Degrees to Hispanic according to *Diverse Issues in Higher Education Top Degree Producers*.

## Veteran Friendly

- USF was ranked 5<sup>th</sup> among the country's most veteran-friendly schools by *Military Times' Best for Vets: Colleges 2015* rankings (November 2013).
- USF was ranked 1<sup>st</sup> among the country's most veteran-friendly schools by *Military Times' Best for Vets: Nursing 2015* rankings.

## PART IV | Gender Equity in Intercollegiate Athletics (A, B & C)

**Table 1. Sex Equity in Athletics Update**

| Element  | Assessment   |
|--|--|
| 1. Sports offerings  | USF sponsors ten varsity sports for women and nine varsity sports for men. All of the sports are NCAA sponsored and compete in the American Athletic Conference with the exception of Sailing. The national governing body for collegiate sailing is the Inter-Collegiate Sailing Association (ICSA). The University's Women's Sailing Program does not belong to a conference, but competes nationally each year. This assessment is determined to currently be equitable.  |
| 2. Participation rates, male and female compared with full-time undergraduate enrollment           | The difference between the University's female undergraduate enrollment ratio and the Athletics participation ratio for females was 3.9% for the 2015-2016 academic year. The University's 2015-2016 female undergraduate enrollment ratio for 51.4%. This assessment is determined to currently be equitable.   |
| 3. Availability of facilities, <i>defined as locker room, practice, and competitive facilities</i> | The Lee Roy Selmon Athletics Center provides modern locker room facilities for women's cross country, indoor and outdoor track, soccer, softball, and tennis. Women's and men's basketball is housed in a state-of-the-art basketball practice facility with identical accommodations for each team. The women's and men's golf programs are in their Golf Training Center which houses each team's locker and meeting space as well as coaches' offices and specialty training areas. They also share the campus-owned golf course. Women's volleyball utilizes a renovated locker room and meeting space just below their venue. Competition facilities include the Sun Dome Corral for women's volleyball. Additionally, the women's and men's soccer teams compete at a soccer-specific stadium, with seating for 1,500 and berm seating for an additional 1,500 fans. Furthermore, women's and men's basketball share the 10,000 seat USF Sun Dome located with the Athletics District. The Sun Dome underwent a \$35.6M renovation in 2012. Women's and men's track and field and cross country compete in a refurbished track facility featuring the same track surface used in the 2008 Summer Olympics. Softball and baseball have their own state-of-the-art facilities for competition on campus. This assessment is determined to currently be equitable for each sport. |
| 4. Scholarship offerings for athletes  | However, the governing body for collegiate sailing does not permit athletic-based grants-in-aid and therefore, they do not receive funding. They are operationally supported by the athletics department which includes traveling, academic support, and other student services. This assessment is determined to currently be equitable.  |
| 5. Funds allocated for:  |  |
| a) the athletic program as a whole   | Resources allocated for women's sports programs are comparable to that of their male counterparts. Both women's and men's programs are provided with all the necessary resources to be competitive in the American Athletic Conference. This assessment is determined to currently be equitable.   |
| b) administration  | Funds allocated to administrative services are equitably distributed between men and women's programs. This assessment is determined to currently be equitable.  |
| c) travel and per diem allowances  | Per diem allowances are standard for the department and mode and method of travel is determined by destination, size of team, academic considerations, and schedule. Teams have per diem based on destination with a maximum determined annually by Florida State Statute. The general rule for all University Athletic Programs is that teams fly to out-of-state competitions and travel by bus or van within state. This assessment is determined to currently be equitable.  |
| d) recruitment   | Budgets allocated for recruitment of women's student-athletes are comparable to their male counterparts. All programs have successfully recruited regionally, nationally, and internationally. This assessment is determined to currently be equitable.  |
| e) comparable coaching   | Experience and number of coaches available in the women's programs are comparable to their male counterparts. Additionally, in 2015, a female Head Tennis Coach was hired to replace a male coach and the team saw exceptional success this year. This assessment is determined to currently be equitable.   |

**Table 1. Sex Equity in Athletics Update (con't.)**

| Element  | Assessment  |
|--|---|
| f) publicity and promotion                     | The Athletic Department Marketing and Communication staff employs nine full-time staff members plus interns and student assistants. Publicity and promotion of our programs is equitable in like sports and is accomplished through a robust website, media relations initiatives, and the video streaming of nearly all non-televvised home competition in our team sports of men's and women's soccer, volleyball, women's basketball, softball, and baseball. Production and printing of collateral materials (e.g., posters, schedule cards, etc.) is equitable among like sports. This assessment is determined to currently be equitable.                                       |
| g) other support costs                         | N/A   |
| 6. Provision of equipment and supplies         | Coaches request funding based on condition of current equipment, replacement needs and requirements for new uniforms and equipment for new student-athletes. An annual budget is provided for each sport, and adjustments are allowed for contingencies in any given year. Two full-time staff members are assigned to assist coaches with equipment ordering, maintenance and repair. This assessment is determined to currently be equitable.   |
| 7. Scheduling of games and practice times      | Teams that share facilities alternate requested practice times each year. Regular practice times are accommodated for continuity and student-athlete academic schedules. Competitions scheduled for the same date are arranged between coaches and administrators. Due to the extent of quality facilities, very few conflicts arise. This assessment is determined to currently be equitable.  |
| 8. Opportunities to receive tutoring           | A full-time employee supervises a staff of approximately 70 qualified student tutors. This group of tutors assists student-athletes in every possible course from entry-level math, English and science courses to upper-level courses required for the major. The tutors all go through training offered by the USF Learning Commons staff and are CRLA (College Reading and Learning Association) Level 1 certified. All tutors are regularly informed of the policies concerning academic integrity. All student-athletes have access to schedule tutoring on their own or through their academic advisors. This assessment is determined to currently be equitable.               |
| 9. Compensation of coaches and tutors          | Coaches are provided in like numbers for like sports in proportion equal to or greater than the American Athletic Conference program standards. Compensation for coaches is determined based on comparison with other conference institutions, the fair market value, years, and type of experience. Tutors are compensated according to their level of experience and degree earned. All tutors, independent of assignments to students, teams or gender are paid equivalently. This assessment is determined to currently be equitable.   |
| 10. Medical and training services              | There is a complete sports medicine clinic in the Lee Roy Selmon Athletics Center as well as one in the Sun Dome. All student-athletes have equal access to treatment and medical care as needed. A certified licensed athletics trainer is assigned to each sport. We have an extensive partnership with USF Health, allowing for top-notch medical care including surgeries and day-to-day care for all student-athletes. This assessment is determined to currently be equitable.  |
| 11. Housing and dining facilities and services | Student-athletes, like all students, reside either on campus in general student residences or off campus in private residences available to all. On-campus residences include apartment style units as well as traditional college residence units. All sports teams are offered spaces in the apartment style housing as well as traditional housing on an equal basis. Additionally, the University has opened a new nutrition center; open to all students, it is located adjacent to the Sun Dome. This dining opportunity provides all students and student-athletes with healthy food options to maximize performance. This assessment is determined to currently be equitable. |

**Table 2. Sex Equity in Athletics - Areas for Improvement**

| <b>Areas for improvement</b> | <b>Program for improvement</b> |
|------------------------------|--------------------------------|
| Athletics Participation      | Female Sports                  |
| Salaries                     | All Sports                     |
| Roster Management            | All Sports                     |
| Female Participation         | Female Sports                  |

**Check one basis below for assuring that University is in compliance with the Florida Educational Equity Act:**

- Accommodation of Interest and Abilities
- Substantial Proportionality
- History and Practice of Expansion of Sports

## PART V | Employment Representation

**Table 1: Category Representation: Tenured Instructional Faculty**

**USF System**

| <b>Table 1a. Category Representation – Tenured Faculty</b>                    |            |          |              |          |          |               |          |              |                     |               |              |
|---|------------|----------|--------------|----------|----------|---------------|----------|--------------|---------------------|---------------|--------------|
| <b>Indicator</b>  | <b>NRA</b> | <b>B</b> | <b>AI/AN</b> | <b>A</b> | <b>H</b> | <b>NH/OPI</b> | <b>W</b> | <b>≥ TWO</b> | <b>Not Reported</b> | <b>Female</b> | <b>TOTAL</b> |
| <b>Number, Fall 2015</b>  | 13         | 38       | 3            | 102      | 43       | 0             | 602      | 2            | 0                   | 274           | 803          |
| <b>Number, Fall 2014</b>  | 11         | 38       | 4            | 87       | 40       | 0             | 593      | 2            | 0                   | 274           | 775          |
| <b>Percentage Change From Fall 2014 to 2015</b>                               | 18.2%      | 0.0%     | -25.0%       | 17.2%    | 7.5%     | N/A           | 1.5%     | 0.0%         | N/A                 | 0.0%          | 3.6%         |
| <b>Number, Fall 2010</b>  | 2          | 35       | 4            | 70       | 39       | 0             | 606      | 2            | 2                   | 249           | 760          |
| <b>Percentage Change From Fall 2010 to 2015</b>                               | 550.0%     | 8.6%     | -25.0%       | 45.7%    | 10.3%    | N/A           | -0.7%    | 0.0%         | -100.0%             | 10.0%         | 5.7%         |
| <b>Area for improvement, compared with national standards? (Check if yes)</b> |            |          |              |          |          |               |          |              |                     |               |              |

*Source for All Years: IPEDS-HR surveys for 2015 and 2010; Corrected file based on IPEDS methodology for 2014.*

As shown in Chart 1a, tenured faculty members increased by 3.6% from the previous academic year and 5.7% during 2010-2015. Females represent 34% (274) of all tenured faculty members in the current academic year which is a slight decrease in the previous academic year where they represented 35%. While the percentages for Black and Two or more races did not have a change from 2014 to 2015 academic year, American Indian/Alaskan Native decreased by 25%, and Non Resident Alien (International), Asian, Hispanic, and White increased during the same year.

Currently, the USF System tenured faculty racial/ethnic composition is 75% White, 12.7% Asian, 5.3% Hispanic, 4.73% Black, 1.62% Non-Resident Alien (International), .37% American Indian/Alaskan Native, and .25% Two or more races.

**USF Tampa**

**Table 1b. Category Representation – Tenured Faculty**

| Indicator  | NRA    | B     | AI/AN  | A     | H    | NH/OPI | W     | ≥ TWO | Not Reported | Female | TOTAL |
|--|--------|-------|--------|-------|------|--------|-------|-------|--------------|--------|-------|
| Number, Fall 2015  | 11     | 35    | 3      | 92    | 36   | 0      | 535   | 1     | 0            | 235    | 713   |
| Number, Fall 2014  | 9      | 36    | 4      | 80    | 34   | 0      | 530   | 1     | 0            | 240    | 694   |
| Percentage Change From Fall 2014 to 2015                               | 22.2%  | -2.8% | -25.0% | 15.0% | 5.9% | N/A    | 0.9%  | 0.0%  | N/A          | -2.1%  | 2.7%  |
| Number, Fall 2010  | 2      | 33    | 4      | 66    | 33   | 0      | 550   | 1     | 2            | 226    | 691   |
| Percentage Change From Fall 2010 to 2015                               | 450.0% | 6.1%  | -25.0% | 39.4% | 9.1% | N/A    | -2.7% | 0.0%  | -100.0%      | 4.0%   | 3.2%  |
| Area for improvement, compared with national standards? (Check if yes) |        |       |        |       |      |        |       |       |              |        |       |

*Source for All Years: IPEDS-HR surveys for 2015 and 2010; Corrected file based on IPEDS methodology for 2014.*

Chart 1a shows the profile of faculty with Tenure. Figures in the chart indicate a slight decrease in the percentage of female tenured faculty members from 2014 to 2015 (2.1%), but an actual increase from 2010 (4%). Similarly, Blacks shown a decrease of 2.8% from 2014 to 2015, but an increase of 6.1% from 2010. Asians and Hispanics show an increase in both time periods. Whites shown an increase of less than 1% 2014 to 2015, but a decrease (the only group with significant numerical representation) to do so. Overall, the tenured faculty show a trend toward greater diversity in both time periods.

**USF St. Petersburg**

| <b>Table 1c. Category Representation – Tenured Faculty</b>   |            |          |              |          |          |               |          |              |                     |               |              |
|--|------------|----------|--------------|----------|----------|---------------|----------|--------------|---------------------|---------------|--------------|
| <b>Indicator</b>   | <b>NRA</b> | <b>B</b> | <b>AI/AN</b> | <b>A</b> | <b>H</b> | <b>NH/OPI</b> | <b>W</b> | <b>≥ TWO</b> | <b>Not Reported</b> | <b>Female</b> | <b>TOTAL</b> |
| <b>Number, Fall 2015</b>   | 1          | 1        | 0            | 6        | 7        | 0             | 51       | 1            | 0                   | 27            | 67           |
| <b>Number, Fall 2014</b>   | 2          | 0        | 0            | 5        | 6        | 0             | 50       | 1            | 0                   | 25            | 64           |
| <b>Percentage Change From Fall 2014 to 2015</b>  | -50.0%     | N/A      | N/A          | 20.0%    | 16.7%    | N/A           | 2.0%     | 0.0%         | N/A                 | 8.0%          | 4.7%         |
| <b>Number, Fall 2010</b>   | 0          | 2        | 0            | 3        | 6        | 0             | 44       | 1            | 0                   | 19            | 56           |
| <b>Percentage Change From Fall 2010 to 2015</b>  | N/A        | -50.0%   | N/A          | 100.0%   | 16.7%    | N/A           | 15.9%    | 0.0%         | N/A                 | 42.1%         | 19.6%        |
| <b>Area for improvement, compared with national standards? (Check if yes)</b>  |            |          |              |          |          |               |          |              |                     |               |              |
| <i>Source for All Years: IPEDS-HR surveys for 2015 and 2010; Corrected file based on IPEDS methodology for 2014.</i> |            |          |              |          |          |               |          |              |                     |               |              |

The percentage of tenured female faculty increased 8% from the previous year. The number of faculty of color at USFSP is of concern. The institution has lost a number of faculty – especially black faculty members – to other institutions who were able to provide better compensation packages (e.g., UCF). As will be described in the next section, several efforts are underway to increase the number of tenure-track faculty from underrepresented groups.

## USF Sarasota-Manatee

| Indicator  | NRA | B    | AI/AN | A      | H   | NH/OPI | W     | ≥ TWO | Not Reported | Female | TOTAL |
|--|-----|------|-------|--------|-----|--------|-------|-------|--------------|--------|-------|
| Number, Fall 2015  | 1   | 2    | 0     | 4      | 0   | 0      | 16    | 0     | 0            | 12     | 23    |
| Number, Fall 2014  | 0   | 2    | 0     | 2      | 0   | 0      | 13    | 0     | 0            | 9      | 17    |
| Percentage Change From Fall 2014 to 2015                               | N/A | 0.0% | N/A   | 100.0% | N/A | N/A    | 23.1% | N/A   | N/A          | 33.3%  | 35.3% |
| Number, Fall 2010  | 0   | 0    | 0     | 1      | 0   | 0      | 12    | 0     | 0            | 4      | 13    |
| Percentage Change From Fall 2010 to 2015                               | N/A | N/A  | N/A   | 300.0% | N/A | N/A    | 33.3% | N/A   | N/A          | 200.0% | 76.9% |
| Area for improvement, compared with national standards? (Check if yes) |     |      |       |        |     |        |       |       |              |        |       |

*Source for All Years: IPEDS-HR surveys for 2015 and 2010; Corrected file based on IPEDS methodology for 2014.*

As indicated in Chart 1d, USFSM currently has a small tenured faculty of 23.

Over a five year period between 2010-15 this has been an increase of 76.9% in tenure faculty; this increase included a 200% increase in female faculty and a 300% increase in Asian faculty. During the previous year, there has been an increase of 35.3% which signifies 6 positions, including 3 women (50%). That increase included 3 White tenured faculty members (50%), two Asian faculty members (33.3%), and one non-resident alien (16.6%). There are 6 tenured faculty from diverse race/ethnicity which account for 26%, which is an increase from 23.5% last year. Our percentage of white faculty also decreased from 76.5% to 59.6%.

The diversity increase has been an intentional effort. Out national faculty searches are advertised in diverse publications such as Hispanic Outlook, Diverse Issues in Higher Education, and Women in Higher Education. When using Academic Careers Online, we frequently purchase the Diversity Package, which pushes the advertisement to a broader audience, including through venues with no barriers (fees, etc.). Colleges are also encouraged to advertise job posting in discipline specific boards and listservs.

We also strive to have diverse search committees, and these search committees are trained to meet diversity requirement. Human Resources certify job applicant pools by reviewing the number of applicants and their race and gender diversity. This review is done with consideration for the length of the posting and where it was advertised to ensure we are making a good faith effort to get a diverse applicant pool. Human Resources also ensure that the minimum qualifications listed on a job posting do not limit the pool.

## Table 2: Category Representation: Tenure-Track Instructional Faculty

### USF System

| Indicator  | NRA    | B      | AI/AN | A    | H     | NH/OPI | W      | ≥ TWO  | Not Reported | Female | TOTAL |
|--|--------|--------|-------|------|-------|--------|--------|--------|--------------|--------|-------|
| Number, Fall 2015  | 57     | 16     | 1     | 50   | 22    | 0      | 183    | 2      | 0            | 161    | 331   |
| Number, Fall 2014  | 57     | 20     | 0     | 50   | 19    | 0      | 174    | 2      | 0            | 157    | 322   |
| Percentage Change From Fall 2014 to 2015                               | 0.0%   | -20.0% | N/A   | 0.0% | 15.8% | N/A    | 5.2%   | 0.0%   | N/A          | 2.5%   | 2.8%  |
| Number, Fall 2010  | 46     | 23     | 0     | 47   | 20    | 0      | 210    | 1      | 5            | 154    | 352   |
| Percentage Change From Fall 2010 to 2015                               | -23.9% | -30.4% | N/A   | 6.4% | 10.0% | N/A    | -12.9% | 100.0% | -100.0%      | 4.5%   | -6.0% |
| Area for improvement, compared with national standards? (Check if yes) |        |        |       |      |       |        |        |        |              |        |       |

Source for All Years: IPEDS-HR surveys for 2015 and 2010; Corrected file based on IPEDS methodology for 2014.

Chart 2a indicates there was a decrease of tenure-track faculty of 6% between 2010-2015 academic years. This was led by a decrease of Blacks by 30.4% and Whites 12.9%. However, there was an increase in female tenure-track faculty during the five year period of 4.5% and 2.5% during the 2014-2015 academic year. During the fall of 2015 females make up 48.6% of all tenure track faculty.

With respect to racial/ethnic categories 55% of tenure track faculty are White, 17.66% Non-Resident Alien (International), 15% Asian, 6.65% Hispanic, 4.8% Black, less than one percent for American Indian/Alaskan Native and Two or more races, and no faculty members representing Native Hawaiian/Other Pacific Islander. During the 2014-2015 academic year there was a decrease of 20% in Black faculty members on Tenured Track, an increase of Hispanic by 15.8% and Whites by 5.2%.

## USF Tampa

| Indicator  | NRA   | B      | AI/AN | A    | H     | NH/OPI | W      | ≥ TWO  | Not Reported | Female | TOTAL |
|--|-------|--------|-------|------|-------|--------|--------|--------|--------------|--------|-------|
| Number, Fall 2015  | 54    | 14     | 1     | 47   | 16    | 0      | 153    | 2      | 0            | 135    | 287   |
| Number, Fall 2014  | 53    | 19     | 0     | 45   | 15    | 0      | 150    | 2      | 0            | 134    | 284   |
| Percentage Change From Fall 2014 to 2015                               | 1.9%  | -26.3% | N/A   | 4.4% | 6.7%  | N/A    | 2.0%   | 0.0%   | N/A          | 0.7%   | 1.1%  |
| Number, Fall 2010  | 41    | 20     | 0     | 43   | 17    | 0      | 183    | 1      | 4            | 131    | 309   |
| Percentage Change From Fall 2010 to 2015                               | 31.7% | -30.0% | N/A   | 9.3% | -5.9% | N/A    | -16.4% | 100.0% | -100.0%      | 3.1%   | -7.1% |
| Area for improvement, compared with national standards? (Check if yes) |       |        |       |      |       |        |        |        |              |        |       |

*Source for All Years: IPEDS-HR surveys for 2015 and 2010; Corrected file based on IPEDS methodology for 2014.*

Chart 2b focuses on trends among Tenure-Track faculty. Comparisons from 2014 to 2015 reveal small increases in the percentage of female faculty members, as well as Asians, Hispanics, and Non-Resident Aliens (Internationals). However, decreases are shown in the percentage of Black faculty members (26.3%; 19 to 14). Over the lengthier period extending to 2010, decreases are shown (in descending order) for Blacks, Whites, and Hispanics while increases are shown for Asian and Non-Resident Alien faculty. It should be noted that the actual number of non-tenure track faculty declined 7.1% over this longer period, but was a period in which the university, in line with state initiatives, made a concerted effort to hire more STEM faculty in which both Asian and International faculty are especially (over)represented.

**USF St. Petersburg**

| <b>Indicator</b>  | <b>NRA</b> | <b>B</b> | <b>AI/AN</b> | <b>A</b> | <b>H</b> | <b>NH/OPI</b> | <b>W</b> | <b>≥ TWO</b> | <b>Not Reported</b> | <b>Female</b> | <b>TOTAL</b> |
|---|------------|----------|--------------|----------|----------|---------------|----------|--------------|---------------------|---------------|--------------|
| <b>Number, Fall 2015</b>  | 2          | 1        | 0            | 2        | 4        | 0             | 21       | 0            | 0                   | 19            | 30           |
| <b>Number, Fall 2014</b>  | 2          | 1        | 0            | 3        | 3        | 0             | 15       | 0            | 0                   | 14            | 24           |
| <b>Percentage Change From Fall 2014 to 2015</b>                               | 0.0%       | 0.0%     | N/A          | -33.3%   | 33.3%    | N/A           | 40.0%    | N/A          | N/A                 | 35.7%         | 25.0%        |
| <b>Number, Fall 2010</b>  | 5          | 1        | 0            | 3        | 3        | 0             | 12       | 0            | 0                   | 12            | 24           |
| <b>Percentage Change From Fall 2010 to 2015</b>                               | -60.0%     | 0.0%     | N/A          | -33.3%   | 33.3%    | N/A           | 75.0%    | N/A          | N/A%                | 58.3%         | 25.0%        |
| <b>Area for improvement, compared with national standards? (Check if yes)</b> |            |          |              |          |          |               |          |              |                     |               |              |

*Source: IPEDS-HR surveys for 2015 and 2010; Corrected file based on IPEDS methodology for 2014.*

The percentage of tenure-track female faculty increased 35.7% from the previous year and 58.3% from 2010. The number of faculty of color at USFSP is of concern. Strategic Plan implementation efforts resulted in proposals to increase faculty diversity as well as excellence in research and teaching. Focused recruitment and incentives have led to significantly increased faculty diversity for hires among Hispanic and African American faculty who will join USFSP beginning in fall 2016. In addition, a minority post-doc program begun spring 2016 is aimed at recruiting and mentoring minority faculty over the next few years.

**USF Sarasota-Manatee**

| <b>Table 2d. Category Representation – Tenure-Track Faculty</b>               |            |          |              |          |          |               |          |              |                     |               |              |
|---|------------|----------|--------------|----------|----------|---------------|----------|--------------|---------------------|---------------|--------------|
| <b>Indicator</b>  | <b>NRA</b> | <b>B</b> | <b>AI/AN</b> | <b>A</b> | <b>H</b> | <b>NH/OPI</b> | <b>W</b> | <b>≥ TWO</b> | <b>Not Reported</b> | <b>Female</b> | <b>TOTAL</b> |
| <b>Number, Fall 2015</b>  | 1          | 1        | 0            | 1        | 2        | 0             | 9        | 0            | 0                   | 7             | 14           |
| <b>Number, Fall 2014</b>  | 2          | 0        | 0            | 2        | 1        | 0             | 9        | 0            | 0                   | 9             | 14           |
| <b>Percentage Change From Fall 2014 to 2015</b>                               | -50.0%     | N/A      | N/A          | -50.0%   | 100.0%   | N/A           | 0.0%     | N/A          | N/A                 | -22.2%        | 0.0%         |
| <b>Number, Fall 2010</b>  | 0          | 2        | 0            | 1        | 0        | 0             | 15       | 0            | 1                   | 11            | 19           |
| <b>Percentage Change From Fall 2010 to 2015</b>                               | N/A        | -50.0%   | N/A          | 0.0%     | N/A      | N/A           | -40.0%   | N/A          | -100.0%             | -36.4%        | -26.3%       |
| <b>Area for improvement, compared with national standards? (Check if yes)</b> |            |          |              |          |          |               |          |              |                     |               |              |

*Source: IPEDS-HR surveys for 2015 and 2010; Corrected file based on IPEDS methodology for 2014.*

As indicated in Chart 2 USFSM has a small number of tenure track faculty at 14. This number decreased from a high of 19 in the five year period of 2010-2015. Females in this category account for 50% of the faculty. The diverse race/ethnicity faculty account for 28.6% (1 Asian faculty member, 2 Hispanic faculty members, and 1 Black faculty member). Over the past five years, our percentage of white faculty has decreased by 40%.

During the previous year, there has been a 100% increase in Hispanic faculty members and a 100% increase in Black faculty members. Our decrease in female and Asian faculty members in tenure-track positions is because these faculty members were nominated for tenure. With such a small faculty, it is important to look at the aggregate of all faculty lines, rather than just individual tracks, as it shows USFSM's progress towards a more diverse faculty, and it eliminates the large percentage changes due to one faculty member (For example, if one faculty member goes from tenured track to tenured that could show a 100% less for that ethnicity in tenure track).

### Table 3: Category Representation: Faculty Not on Tenure Track Instructional or Faculty Employed at a Non-Tenure-Granting University

#### USF System

| Indicator  | NRA   | B     | AI/AN  | A     | H     | NH/OPI  | W     | ≥ TWO  | Not Reported | Female | TOTAL |
|--|-------|-------|--------|-------|-------|---------|-------|--------|--------------|--------|-------|
| Number, Fall 2015  | 45    | 35    | 1      | 68    | 84    | 0       | 525   | 1      | 1            | 406    | 760   |
| Number, Fall 2014  | 37    | 27    | 1      | 53    | 76    | 0       | 491   | 2      | 0            | 364    | 687   |
| Percentage Change From Fall 2014 to 2015                               | 21.6% | 29.6% | 0.0%   | 28.3% | 10.5% | N/A     | 6.9%  | -50.0% | N/A          | 11.5%  | 10.6% |
| Number, Fall 2010  | 32    | 28    | 3      | 35    | 46    | 1       | 360   | 2      | 3            | 270    | 510   |
| Percentage Change From Fall 2010 to 2015                               | 40.6% | 25.0% | -66.7% | 94.3% | 82.6% | -100.0% | 45.8% | -50.0% | -66.7%       | 50.4%  | 49.0% |
| Area for improvement, compared with national standards? (Check if yes) |       |       |        |       |       |         |       |        |              |        |       |

*Source: IPEDS-HR surveys for 2015 and 2010. Corrected file for 2014. (Categories of employees included in the IPEDS report in 2015 but not included in previous years are backed out of the 2015 numbers above to ensure comparability across years.)*

As observed in Chart 3a, there was an increase in non-tenure track faculty of 49% during the 2010-2015 academic years and 10.6% during the 2014-2015 academic year. Females represented 53.4% of all non-tenure track faculty during the 2014-2015 academic year. With the exception of persons identifying as Two or more races, all race/ethnicity categories increased faculty members that are non-tenure earning. During the 2014-2015 academic year non-tenure earning faculty racial/ethnic breakdown are represented as follows: White 69%, Hispanic 11%, Asian 9%, Non-Resident Alien (International) 5.92%, Black 4.61%, American Indian/Alaskan Native, Two or more races, and race not reported represented less than one percent each.

**USF Tampa**

**Table 3b. Category Representation – Non-Tenure-Track Faculty OR Faculty at Non-Tenure Granting Universities**

| Indicator  | NRA   | B     | AI/AN  | A     | H     | NH/OPI  | W     | ≥ TWO  | Not Reported | Female | TOTAL |
|--|-------|-------|--------|-------|-------|---------|-------|--------|--------------|--------|-------|
| Number, Fall 2015  | 39    | 31    | 1      | 60    | 79    | 0       | 458   | 1      | 1            | 356    | 670   |
| Number, Fall 2014  | 32    | 25    | 1      | 48    | 72    | 0       | 430   | 2      | 0            | 321    | 610   |
| Percentage Change From Fall 2014 to 2015                               | 21.9% | 24.0% | 0.0%   | 25.0% | 9.7%  | N/A     | 6.5%  | -50.0% | N/A          | 10.9%  | 9.8%  |
| Number, Fall 2010  | 30    | 25    | 3      | 33    | 46    | 1       | 323   | 2      | 3            | 248    | 466   |
| Percentage Change From Fall 2010 to 2015                               | 30.0% | 24.0% | -66.7% | 81.8% | 71.7% | -100.0% | 41.8% | -50.0% | -66.7%       | 43.5%  | 43.8% |
| Area for improvement, compared with national standards? (Check if yes) |       |       |        |       |       |         |       |        |              |        |       |

*Source: IPEDS-HR surveys for 2015 and 2010. Corrected file for 2014. (Categories of employees included in the IPEDS report in 2015 but not included in previous years are backed out of the 2015 numbers above to ensure comparability across years.)*

Chart 3a provides a profile of Non-Tenured Faculty. It can be seen there that females in this category increased by 43.5% from 2010 and 10.9% from 2014. Overall, females make up a majority of employees in this category. Regarding race/ethnicity, an increase in representation among all groups with legitimately comparable numbers is evident for both the 2010-15 and 2014-2015 time periods. Notably, the numbers of Whites in this category increased 41.8% and 6.5% respectively. Blacks showed an increase of 24% for both time periods while Hispanic faculty members increased by 71.7% and 9.7%. Asian faculty showed an increase of 81.8% and 25%. Overall, the proportion of non-White faculty in 2015 increased by 1% (30.7% to 31.7%; figures not shown in chart) from 2010, and 2.2% (29.5% to 31.7%) from 2014.

**USF St. Petersburg**

| Indicator  | NRA    | B      | AI/AN | A     | H      | NH/OPI | W     | ≥ TWO | Not Reported | Female | TOTAL |
|--|--------|--------|-------|-------|--------|--------|-------|-------|--------------|--------|-------|
| Number, Fall 2015  | 2      | 2      | 0     | 5     | 2      | 0      | 34    | 0     | 0            | 26     | 45    |
| Number, Fall 2014  | 3      | 1      | 0     | 3     | 1      | 0      | 30    | 0     | 0            | 20     | 38    |
| Percentage Change From Fall 2014 to 2015                               | -33.3% | 100.0% | N/A   | 66.7% | 100.0% | N/A    | 13.3% | N/A   | N/A          | 30.0%  | 18.4% |
| Number, Fall 2010  | 2      | 3      | 0     | 0     | 0      | 0      | 22    | 0     | 0            | 13     | 27    |
| Percentage Change From Fall 2010 to 2015                               | 0.0%   | -33.3% | N/A   | N/A   | N/A    | N/A    | 54.5% | N/A   | N/A          | 100.0% | 66.7% |
| Area for improvement, compared with national standards? (Check if yes) |        |        |       |       |        |        |       |       |              |        |       |

*Source: IPEDS-HR surveys for 2015 and 2010. Corrected file for 2014. (Categories of employees included in the IPEDS report in 2015 but not included in previous years are backed out of the 2015 numbers above to ensure comparability across years.)*

The percentage of female non-tenure earning faculty increased 30% from the previous year and 100% from 2010. Black and Hispanic non-tenure earning faculty increased 100% from the previous year.

**USF Sarasota-Manatee**

**Table 3d. Category Representation – Non-Tenure-Track Faculty OR Faculty at Non-Tenure Granting Universities**

| Indicator  | NRA    | B      | AI/AN | A     | H    | NH/OPI | W      | ≥ TWO | Not Reported | Female | TOTAL  |
|--|--------|--------|-------|-------|------|--------|--------|-------|--------------|--------|--------|
| Number, Fall 2015  | 4      | 2      | 0     | 3     | 3    | 0      | 33     | 0     | 0            | 24     | 45     |
| Number, Fall 2014  | 2      | 1      | 0     | 2     | 3    | 0      | 31     | 0     | 0            | 23     | 39     |
| Percentage Change From Fall 2014 to 2015                               | 100.0% | 100.0% | N/A   | 50.0% | 0.0% | N/A    | 6.5%   | N/A   | N/A          | 4.3%   | 15.4%  |
| Number, Fall 2010  | 0      | 0      | 0     | 2     | 0    | 0      | 15     | 0     | 0            | 9      | 17     |
| Percentage Change From Fall 2010 to 2015                               | N/A    | N/A    | N/A   | 50.0% | N/A  | N/A    | 120.0% | N/A   | N/A          | 166.7% | 164.7% |
| Area for improvement, compared with national standards? (Check if yes) |        |        |       |       |      |        |        |       |              |        |        |

*Source: IPEDS-HR surveys for 2015 and 2010. Corrected file for 2014. (Categories of employees included in the IPEDS report in 2015 but not included in previous years are backed out of the 2015 numbers above to ensure comparability across years.)*

USFSM has 45 non-tenure earning faculty. In 2010 USFSM had 17 faculty positions in this category and it shows an increase of 164.7% for the 2010-15 period. This increase has continued in the previous year at a rate of 15.4%. Female faculty in this category increased by 166.7% in the five year period, and account for 53.3% of the non-tenure earning faculty. Faculty from diverse race/ethnicity represents 17.7 % of the non-tenure earning faculty, and faculty in the NRA category represent 8.8%. During the past year, there has been a 100% increase in Black faculty members and 50% increase in Asian faculty members, while only having a 6.5% increase in white faculty members.

## Table 4: Category Representation: Management Occupations

### USF System

| Table 4a. Category Representation – Executive/Administrative/Managerial                                |      |        |         |      |        |        |        |       |              |        |        |
|--|------|--------|---------|------|--------|--------|--------|-------|--------------|--------|--------|
| Indicator  | NRA  | B      | AI/AN   | A    | H      | NH/OPI | W      | ≥ TWO | Not Reported | Female | TOTAL  |
| Number, Fall 2015  | 2    | 23     | 0       | 25   | 28     | 0      | 317    | 1     | 1            | 197    | 397    |
| Number, Fall 2014  | 2    | 24     | 0       | 25   | 26     | 0      | 281    | 0     | 0            | 176    | 358    |
| Percentage Change From Fall 2014 to 2015   | 0.0% | -4.2%  | N/A     | 0.0% | 7.7%   | N/A    | 12.8%  | N/A   | N/A          | 11.9%  | 10.9%  |
| Number, Fall 2010  | 4    | 56     | 1       | 23   | 49     | 0      | 525    | 0     | 1            | 339    | 659    |
| Percentage Change From Fall 2010 to 2015   | 0.0% | -58.9% | -100.0% | 8.7% | -42.9% | N/A    | -39.6% | N/A   | 0.0%         | -41.9% | -39.8% |
| Area for improvement, compared with national standards? (Check if yes)                                 |      |        |         |      |        |        |        |       |              |        |        |
| <i>Source: IPEDS-HR surveys for 2015 and 2010; Corrected file based on IPEDS methodology for 2014.</i> |      |        |         |      |        |        |        |       |              |        |        |

The management occupation staff increased 10.9% during the 2014-2015 academic year. As indicated in Chart 4a the percentage change over the period of 2010-2015 is -39.8%, however, this is due in large part to an occupational code category change made in previous years.

Chart 4a highlights female employees represent 49.6% of management occupations which is an increase of 11.9% during the 2014-2015 academic year. The overall increase can also be seen reflected in employees identifying as Hispanic (7.7%) and White (12.8%). There was a decrease in Black employees by 4.2% and no representation in American Indian/Alaskan Native and Native Hawaiian/Other Pacific Islander. The racial and ethnic diversity of staff in this category is 77 employees which represents 19.4% of the staff in this category and Non Resident Alien (International) represents .5%, White 79.9%, and those that have not reported .2%.

## USF Tampa

| Indicator  | NRA  | B      | AI/AN   | A     | H      | NH/OPI | W      | ≥ TWO | Not Reported | Female | TOTAL  |
|--|------|--------|---------|-------|--------|--------|--------|-------|--------------|--------|--------|
| Number, Fall 2015  | 2    | 22     | 0       | 24    | 27     | 0      | 274    | 1     | 1            | 176    | 351    |
| Number, Fall 2014  | 2    | 24     | 0       | 23    | 25     | 0      | 237    | 0     | 0            | 156    | 311    |
| Percentage Change From Fall 2014 to 2015                               | 0.0% | -8.3%  | N/A     | 4.3%  | 8.0%   | N/A    | 15.6%  | N/A   | N/A          | 12.8%  | 12.9%  |
| Number, Fall 2010  | 4    | 54     | 1       | 17    | 45     | 0      | 475    | 0     | 1            | 305    | 597    |
| Percentage Change From Fall 2010 to 2015                               | —    | -59.3% | -100.0% | 41.2% | -40.0% | N/A    | -42.3% | N/A   | 0.0%         | -42.3% | -41.2% |
| Area for improvement, compared with national standards? (Check if yes) |      |        |         |       |        |        |        |       |              |        |        |

*Source: IPEDS-HR surveys for 2015 and 2010; Corrected file based on IPEDS methodology for 2014.*

In Chart 4b the categorical representation of Executive/Administrative/Managerial employees is provided. It can be seen here that while the number of females decreased by 42.3% from 2009, the number increased by 12.8% from 2014. In all time periods, females make up the majority of employees in this category, though only slightly so in 2015.

Due to occupational code changes there were decreases in the overall number of employees represented in this category. Changes from 2010 saw decreases across all categories of employees, led by Blacks with a 59.3% decrease, followed by Whites and Hispanics at 42.3% and 40% respectively. In contrast, the increase for Asians was 41.2% (from 17 to 24 employees). Using 2014 as the base of comparison reveals a decrease in the number of Blacks, but small increases for Asians (4.3%; 1 person) and Hispanics (8%; 2 people). Whites show an increase of 15.6% for this one-year period. Consolidating categories, non-White employees in this category (figures not shown in Chart) were 21.9% for 2010, 23.8% in 2014, and 21.9% in 2015.

**USF St. Petersburg**

| <b>Table 4c. Category Representation – Executive/Administrative/Managerial</b>                                       |            |          |              |          |          |               |          |              |                     |               |              |
|--|------------|----------|--------------|----------|----------|---------------|----------|--------------|---------------------|---------------|--------------|
| <b>Indicator</b>   | <b>NRA</b> | <b>B</b> | <b>AI/AN</b> | <b>A</b> | <b>H</b> | <b>NH/OPI</b> | <b>W</b> | <b>≥ TWO</b> | <b>Not Reported</b> | <b>Female</b> | <b>TOTAL</b> |
| <b>Number, Fall 2015</b>   | 0          | 1        | 0            | 1        | 1        | 0             | 27       | 0            | 0                   | 14            | 30           |
| <b>Number, Fall 2014</b>   | 0          | 0        | 0            | 2        | 1        | 0             | 24       | 0            | 0                   | 12            | 27           |
| <b>Percentage Change From Fall 2014 to 2015</b>  | N/A        | N/A      | N/A          | -50.0%   | 0.0%     | N/A           | 12.5%    | N/A          | N/A                 | 16.7%         | 11.1%        |
| <b>Number, Fall 2010</b>   | 0          | 2        | 0            | 3        | 3        | 0             | 28       | 0            | 0                   | 18            | 36           |
| <b>Percentage Change From Fall 2010 to 2015</b>  | —          | -50.0%   | N/A          | -66.7%   | -66.7%   | N/A           | -3.6%    | N/A          | N/A                 | -22.2%        | -16.7%       |
| <b>Area for improvement, compared with national standards? (Check if yes)</b>  |            |          |              |          |          |               |          |              |                     |               |              |
| <i>Source for ALL Years: IPEDS-HR surveys for 2015 and 2010; Corrected file based on IPEDS methodology for 2014.</i> |            |          |              |          |          |               |          |              |                     |               |              |

The number of female Executive/Administrative/Managerial staff increased by 16.7% fall 2014. The number of Black Executive staff increased with the hiring of the Director of Institutional Effectiveness.

**USF Sarasota-Manatee**

| <b>Table 4d. Category Representation – Executive/Administrative/Managerial</b> |            |          |              |          |          |               |          |              |                     |               |              |
|--|------------|----------|--------------|----------|----------|---------------|----------|--------------|---------------------|---------------|--------------|
| <b>Indicator</b>   | <b>NRA</b> | <b>B</b> | <b>AI/AN</b> | <b>A</b> | <b>H</b> | <b>NH/OPI</b> | <b>W</b> | <b>≥ TWO</b> | <b>Not Reported</b> | <b>Female</b> | <b>TOTAL</b> |
| <b>Number, Fall 2015</b>   | 0          | 0        | 0            | 0        | 0        | 0             | 16       | 0            | 0                   | 7             | 16           |
| <b>Number, Fall 2014</b>   | 0          | 0        | 0            | 0        | 0        | 0             | 20       | 0            | 0                   | 8             | 20           |
| <b>Percentage Change From Fall 2014 to 2015</b>                                | N/A        | N/A      | N/A          | N/A      | N/A      | N/A           | -20.0%   | N/A          | N/A                 | -12.5%        | -20.0%       |
| <b>Number, Fall 2010</b>   | 0          | 0        | 0            | 3        | 1        | 0             | 22       | 0            | 0                   | 16            | 26           |
| <b>Percentage Change From Fall 2010 to 2015</b>                                | —          | N/A      | N/A          | -100.0%  | -100.0%  | N/A           | -27.3%   | N/A          | N/A                 | -56.3%        | -38.5%       |
| <b>Area for improvement, compared with national standards? (Check if yes)</b>  |            |          |              |          |          |               |          |              |                     |               |              |

*Source: IPEDS-HR surveys for 2015 and 2010; Corrected file based on IPEDS methodology for 2014.*

Chart 4d indicates the number of positions in this category decreased by 38.5% between 2010-15. There was a decrease during 2014-15 when the number of positions in this category decreased from 20 to 16 positions. Currently all individuals in this category are White.

USFSM is committed to diversifying this category and in order to address this, and will continue to strive to have diverse search committees, and these search committees are trained to meet diversity requirements. Currently, Human Resources certify the job applicant pools by reviewing the number of applicants and their gender and race. This review is done for consideration for the length of the posting and where it was advertised to ensure USFSM is making a good faith effort to get a diverse applicant pool.

## PART VI | Areas of Improvement / Achievement (A & B)

### USF Tampa

| Areas of Improvement Pertaining to Academic Services, Programs, and Student Enrollment Identified in 2016 Report   | Achievement Report for Areas of Improvement Pertaining to Academic Services, Programs, and Student Enrollment Identified in Previous Report, 2015  |
|--|--|
| <p>Maintain those strategies and efforts begun by the Division of Student Affairs and Student Success (which houses several key areas including Enrollment, Management and Planning) to increase applications from diverse students in FTIC and transfer students.</p> <p>The new Pilot named "FUSE," ("Guaranteed admission to USF") has created another pathway that will attract minority students from Hillsborough Community College and potentially other community colleges.</p> <p>USF's goal to increase graduation rate to 70% and beyond can be assisted by the efforts to address the gender gap in graduation rates. These efforts could impact minority males in a positive manner. The Status of Men Presidential Advisory Committee, the collaboration with the Gardner Institute and the addition of four academic advisors focused on male student achievement can contribute to this effort in 2016 and close the gender gap in graduation rates.</p> | <p>The outreach efforts identified in the 2015 report have yielded positive results. USF maintained a significantly diverse student body at 41.4% (FTIC). Racial and ethnic diversity also increased in transfer students. Hispanics and Asians have increased in both applications and enrollment.</p> <p>USF has improved student services including: academic advising, tracking and assisting students to succeed. These efforts have resulted in increased retention rate for all students, including Asians, Blacks, Native Hawaiians, and Pacific Islanders. The graduation rate increased for all students, including all minority students except American Indian/Alaska native. The number of degrees awarded to minorities also increased among most race/ethnic groups including Black and Hispanic in 2015.</p> |
| Areas of Improvement Pertaining to Sex Equity in Athletics Identified in 2016 Report   | Achievement Report for Areas of Improvement Pertaining to Sex Equity in Athletics Identified in Previous Report, 2015  |
| <p>USF Athletics is collaborating with USFSM to add a female sport (rowing) to be housed in Sarasota. This additional female sport will increase proportionality and contribute to gender equity.</p>  | <p>The difference in proportionality increased slightly during the previous year. USF Athletics continued to study the feasibility of adding a female conference sport and decrease the difference between male and female participation.</p>  |
| Areas of Improvement Pertaining to Employment Identified in 2016 Report  | Achievement Report for Areas of Improvement Pertaining to Employment Identified in Previous Report, 2015   |
| <p>Continue to maintain efforts to increase applicant pools, advertise in minority publications, use target of opportunity efforts, and outreach to minority faculty. Recommend that chairs of faculty searches attend diversity hiring best practices offered by the Office of Diversity, Inclusion and Equal Opportunity.</p>  | <p>USF has shown a trend toward greater faculty diversity and compares favorably with other institutions. There was an increase of Asian and Hispanic tenured faculty in 2015. Black tenured faculty has a slight decrease from previous year, but there has been an increase since 2010. Among tenure track faculty, there was a slight decrease in Black faculty but a slight increase in Asian and Hispanic. And the trend toward greater diversity is more evident in non-tenured track faculty where greater gains were made by Asian, Black and Hispanic faculty.</p>  |

## USF St. Petersburg

| <b>Areas of Improvement Pertaining to Academic Services, Programs, and Student Enrollment Identified in 2016 Report</b>   | <b>Achievement Report for Areas of Improvement Pertaining to Academic Services, Programs, and Student Enrollment Identified in Previous Report, 2015</b>  |
|---|---|
| <p>Strategic Plan implementation efforts resulted in a proposal to launch a comprehensive first-year experience program titled Compass. Compass is designed to integrate new students into the academic and socio-cultural communities of USFSP. Activities target first-year student needs, success strategies and peer coaching. Compass upper-division peer coaches help guide first-year students to be successfully involved on campus, in the classroom and with faculty. Preparation for the launch took place during Spring 2015 and the implementation of this cutting-edge program was initiated in Summer 2015. We continue to review closely the “lessons learned” from the Quality Enhancement Plan (QEP) – all in an effort to address retention from all fronts. It is expected that these efforts will improve student retention rates, 4- and 6-year graduation rates as well as help reduce excess credit hours at USFSP.</p> | <p>USFSP initiated a comprehensive program for summer and fall FTIC students entering in 2015 named COMPASS 2015. This initiative arose out of the Strategic Planning process and a consultation with Dr. Tim Bono from Washington University St. Louis who leads their retention efforts. Student coaches have been trained to work with small cohorts of FTIC students to assist them with issues such as financial literacy, study skills, stress management and conflict resolution (e.g., problems with roommates). USFSP has recently introduced a broader range of programs in the expectation that this will enable students to complete their degree at USFSP without having to transfer to another USF System institution.</p>  |
| <p>Implementing of College Scheduler is delayed because of ongoing problems with the Banner database system. Once it is implemented advisors are now ready to pre-load multi-year plans for each major so that student know which courses they will be required to take each semester to graduate in a timely manner. Advisors have been using Illume, a data analytics program, to identify students most in need of close attention. USFSP is about to pilot an early warning system in large critical courses which can be challenging for some students. Identifying struggling students early in the semester will allow us to direct them to the Student Success Center for academic assistance or to appropriate other resources (e.g., financial aid, Wellness Center) for other issues that may be negatively impacting their performance.</p>   | <p>USF St. Petersburg is working to improve its academic advising services in a number of ways. The institution will be implementing College Scheduler sometime in the fall of 2015. This program allows students to more easily schedule their courses, accounting for conflicts, co- and pre-requisites as well as degree needs. Advisors will be able to pre-load four year plans for each major so that student know which courses they will be required to take each semester to graduate in a timely manner. Advisors will also have access to Illume, a data analytics program, which will assist them to identify types of students most in need of close attention. USFSP will also pilot an early warning system in large critical courses which can be challenging for some students. Identifying struggling students early in the semester will allow us to direct them to the Student Success Center for academic assistance or to appropriate other resources (e.g., financial aid, Wellness Center) for other issues that may be negatively impacting their performance.</p> |
| <p>USFSP is working with advisors at USF Tampa to revise policies that would help improve Excess Student Credit Hours.</p>  | <p>Another primary focus of academic advising this year will be on minimizing student’s Excess Hours. USFSP is examining its existing policies and will be modifying them to improve this important performance measure.</p>  |
| <b>Areas of Improvement Pertaining to Sex Equity in Athletics Identified in 2016 Report</b>   | <b>Achievement Report for Areas of Improvement Pertaining to Sex Equity in Athletics Identified in Previous Report, 2015</b>  |
| <p>N/A</p>  | <p>N/A</p>  |
| <b>Areas of Improvement Pertaining to Employment in Athletics Identified in 2016 Report</b>   | <b>Achievement Report for Areas of Improvement Pertaining to Employment in Athletics Identified in Previous Report, 2015</b>  |
| <p>Strategic Plan implementation efforts resulted in proposals to increase faculty diversity as well as excellence in research and teaching. Focused recruitment and incentives have led to significantly increased faculty diversity for hires among Hispanic and African American faculty who will join USFSP beginning in Fall 2016. In addition, a minority post-doc program begun Spring 2016 is aimed at recruiting and mentoring minority faculty over the next few years. A new internal grant proposal program is designed to provide support for junior faculty to be mentored by senior experienced faculty members from outside the university to assist them with publication and grant-writing experience. A new Center for Innovative Teaching and Learning was launched in Spring 2016 and will begin to provide instructional assistance to faculty in Fall 2016.</p>  | <p>A plan is being produced to create a “target of opportunity” hire program to specifically fund a new position to attract new black faculty.</p>  |

## USF Sarasota-Manatee

|  |   |
|--|---|
| <p><b>Areas of Improvement Pertaining to Academic Services, Programs, and Student Enrollment Identified in 2016 Report</b></p>   | <p><b>Achievement Report for Areas of Improvement Pertaining to Academic Services, Programs, and Student Enrollment Identified in Previous Report, 2015</b></p>   |
| <p>USFSM has a second year cohort of FTIC and has made improvements to better serve all students, including those in the FTIC cohorts of 2014 and 2015. Among those efforts by USFSM are: realigned the FTIC advisor position to report to the Director of Student Success, implementation of a Summer Bridge and a Green2Gold program in summer 2016 to increase retention and student success that will impact all students. USFSM staff continues to reach out to students prior to the beginning of the semester to proactively encourage registration.</p> <p>The Office of Admission continues to assist students with the application process. These efforts are also focusing on first generation and underrepresented students in the Sarasota/Manatee communities.</p> | <p>The combined diversity of FTIC increased by 3.15% from previous year. Transfer student diversity also increased by 1.9% from previous year. USFSM has increased student retention by 6.4% from previous year, while Hispanic, Asian and AI/AN were retained at 100% and Black students were retained at 75%. This is the second year of the cohort and graduation data is not available.</p>   |
| <p><b>Areas of Improvement Pertaining to Sex Equity in Athletics Identified in 2016 Report</b></p>   | <p><b>Achievement Report for Areas of Improvement Pertaining to Sex Equity in Athletics Identified in Previous Report, 2015</b></p>   |
| <p>USFSM is working with USF Athletics to add a female sport (rowing) to be housed in Sarasota. This additional female sport will increase proportionality and contribute to gender equity.</p>  | <p>N/A</p>  |
| <p><b>Areas of Improvement Pertaining to Employment Identified in 2016 Report</b></p>  | <p><b>Achievement Report for Areas of Improvement Pertaining to Employment Identified in Previous Report, 2015</b></p>  |
| <p>Continue to implement USFSM's strategic plan that includes faculty/administrative diversity as an objective.</p> <p>USFSM is continuing to advertise in minority publications, diversifying their applicant pools and supported in these efforts by the newly created diversity committee.</p>  | <p>USFSM was successful in their efforts to increase faculty diversity in 2015. USFSM added one Black and one Hispanic faculty to the 14 tenure track positions at USFSM in 2015. However, there was the loss of one Asian faculty. One Black and one Asian faculty were hired in the non-tenure track in 2015.</p> <p>In the Executive/Administrative category, there was no change. No new positions were added and no openings existed, resulting in no change in this category. USFSM has already identified faculty/administrator diversity in their strategic plan.</p> |

## PART VII | Protected-class Representation in the Tenure Process

### USF System

Each university is required to address: (1) disparities identified from comparing protected-class success rates to the success rates for the majority race, and (2) disparities identified from comparing the success rates of females to the success rate of males. The information regarding Representation of females and protected class minorities within the tenure process can be seen in the charts below represented by each institution.

### USF Tampa

**Table 1a. Protected-Class Representation in the Tenure Process, 2014-15**

| Sex, Race/Ethnicity                               | Applied   | Withdrawn | Denied   | Deferred | Nominated |
|---|-----------|-----------|----------|----------|-----------|
| <b>MALES</b>                                      |           |           |          |          |           |
| American Indian or Alaskan Native                 |           |           |          |          |           |
| Asian   | 10        |           |          |          | 10        |
| Black or African American                         |           |           |          |          |           |
| Hispanic  |           |           |          |          |           |
| Native Hawaiian / Other Pacific Islander          |           |           |          |          |           |
| Two or More Races                                 |           |           |          |          |           |
| White   | 15        | 1         | 1        |          | 13        |
| Other, Not Reported                               |           |           |          |          |           |
| <b>Total Male (Include Other, Not Reported)</b>   | <b>25</b> | <b>1</b>  | <b>1</b> | <b>0</b> | <b>23</b> |
| <b>FEMALES</b>                                    |           |           |          |          |           |
| American Indian or Alaskan Native                 |           |           |          |          |           |
| Asian   | 3         |           |          |          | 3         |
| Black or African American                         | 4         |           |          |          | 4         |
| Hispanic  | 1         |           |          |          | 1         |
| Native Hawaiian / Other Pacific Islander          |           |           |          |          |           |
| Two or More Races                                 |           |           |          |          |           |
| White   | 9         | 3         | 1        |          | 5         |
| Other, Not Reported                               |           |           |          |          |           |
| <b>Total Female (Include Other, Not Reported)</b> | <b>17</b> | <b>3</b>  | <b>1</b> | <b>0</b> | <b>13</b> |

**LEGEND:**

**APPLIED:** Faculty whose names have been submitted for tenure review. Sum of Withdrawn, Denied, and Nominated.

**WITHDRAWN:** Faculty who withdrew from tenure consideration after applying for review.

**DENIED:** Faculty for whom tenure was denied during the review process.

**NOMINATED:** Faculty for whom tenure is being recommended by the University.

As presented in Table 1a, a total of 36 individuals were nominated for tenure in 2014 (2014-15 academic year). Of these, 23 were males and 13 were females. There was one denial for males and one for females. Three female faculty withdrew from the process, a move usually associated with opting to reapply for tenure at a future date. One-hundred percent of all non-White candidates were successful in being granted tenure.

### USF St. Petersburg

During the 2014-15 academic year, there were no applicants for tenure at USF St. Petersburg. There was an Asian male who received tenure as a condition of employment.

## USF Sarasota-Manatee

**Table 1b. Protected Class Representation in the Tenure Process, 2014-15**

| Sex, Race/Ethnicity  | Applied                  | Withdrawn               | Denied                  | Deferred                | Nominated                |
|--|--------------------------|-------------------------|-------------------------|-------------------------|--------------------------|
| <b>MALES</b>   |                          |                         |                         |                         |                          |
| American Indian or Alaskan Native                                      |                          |                         |                         |                         |                          |
| Asian  |                          |                         |                         |                         |                          |
| Black or African American  |                          |                         |                         |                         |                          |
| Hispanic   |                          |                         |                         |                         |                          |
| Native Hawaiian / Other Pacific Islander                               |                          |                         |                         |                         |                          |
| Two or More Races  |                          |                         |                         |                         |                          |
| White  | 1                        |                         | 1                       |                         | 1                        |
| Other, Not Reported  |                          |                         |                         |                         |                          |
| <b>Total Male (include Other, Not Reported)</b>                        | <b>1</b>                 |                         | <b>0</b>                | <b>0</b>                | <b>1</b>                 |
| <b>FEMALES</b>   |                          |                         |                         |                         |                          |
| American Indian or Alaskan Native                                      |                          |                         |                         |                         |                          |
| Asian  | 1                        |                         |                         |                         | 1                        |
| Black or African American  |                          |                         |                         |                         |                          |
| Hispanic   |                          |                         |                         |                         |                          |
| Native Hawaiian / Other Pacific Islander                               |                          |                         |                         |                         |                          |
| Two or More Races  |                          |                         |                         |                         |                          |
| White  | 2                        |                         |                         |                         | 2                        |
| Other, Not Reported  |                          |                         |                         |                         |                          |
| <b>Total Female (Number and Percent) (include Other, Not Reported)</b> | <b>3</b><br><b>75.0%</b> | <b>0</b><br><b>0.0%</b> | <b>0</b><br><b>0.0%</b> | <b>0</b><br><b>0.0%</b> | <b>3</b><br><b>75.0%</b> |
| <b>GRAND TOTAL</b>   | <b>4</b>                 | <b>0</b>                | <b>0</b>                | <b>0</b>                | <b>4</b>                 |

**LEGEND:**

**APPLIED:** Faculty whose names have been submitted for tenure review. Sum of Withdrawn, Denied, and Nominated.

**WITHDRAWN:** Faculty who withdrew from tenure consideration after applying for review.

**DENIED:** Faculty for whom tenure was denied during the review process.

**NOMINATED:** Faculty for whom tenure is being recommended by the University.

During academic year 2014-15, USFSM had 4 candidates apply for tenure and all 4 candidates were nominated for tenure at a rate of 100%. There were 25 (1 of 4) of the candidates from diverse racial representation who were nominated for tenure. Seventy-five percent (3 of 4) of the candidates nominated for tenure were women.

## PART VIII | Promotion and Tenure Committee Composition

### USF Tampa

Faculty on tenure and promotion committees represent the diversity of our faculty. Our faculty continues to become more diverse as we grow and utilize intentional strategies as mentioned in Part V. The information regarding Promotion and Tenure committee composition within the tenure process can be seen in the charts below represented by each institution.

**Table 1. Promotion and Tenure Committee Composition, AY 2014-15**

| Type of Committee   | Black or African American |   | American Indian/Alaskan Native |   | Asian |   | Native Hawaiian or Other Pacific Islander |   | Hispanic |   | Two or More Races |   | White |   | Other, Not Reported |   | Total including Other, Not Reported |    |
|---|---------------------------|---|--------------------------------|---|-------|---|---|---|----------|---|-------------------|---|-------|---|---------------------|---|-------------------------------------|----|
|   | M                         | F | M                              | F | M     | F | M   | F | M        | F | M                 | F | M     | F | M                   | F | M                                   | F  |
| University Committee  |                           |   |                                |   |       |   |   |   |          |   |                   |   |       |   |                     |   | 0                                   | 0  |
| <b>Arts &amp; Sciences</b>  |                           |   |                                |   |       |   |   |   |          |   |                   |   |       |   |                     |   |                                     |    |
| Cell Biology, Microbiology, and Molecular Biology                     |                           |   |                                |   | 1     | 2 |   |   |          |   |                   |   | 4     | 2 |                     |   | 5                                   | 4  |
| Chemistry   |                           |   |                                |   | 2     | 0 |   |   |          |   |                   |   | 11    | 2 |                     |   | 13                                  | 2  |
| Communication   | 0                         | 1 |                                |   | 1     | 0 |   |   | 1        | 0 |                   |   | 5     | 4 |                     |   | 7                                   | 5  |
| Economics   | 1                         | 0 |                                |   |       |   |   |   | 1        | 0 |                   |   | 1     | 0 |                     |   | 3                                   | 0  |
| English   | 1                         | 0 |                                |   |       |   |   |   | 0        | 5 |                   |   |       |   |                     |   | 1                                   | 5  |
| Integrative Biology   |                           |   |                                |   |       |   |   |   |          |   |                   |   | 5     | 1 |                     |   | 5                                   | 1  |
| Mathematics & Statistics  |                           |   |                                |   | 2     | 0 |   |   |          |   |                   |   | 1     | 0 |                     |   | 3                                   | 0  |
| Philosophy  |                           |   |                                |   | 0     | 1 |   |   |          |   |                   |   | 10    | 1 |                     |   | 10                                  | 2  |
| Physics   |                           |   |                                |   | 5     | 0 |   |   |          |   |                   |   | 2     | 1 |                     |   | 7                                   | 1  |
| Psychology  |                           |   |                                |   |       |   |   |   |          |   |                   |   | 5     | 1 |                     |   | 5                                   | 1  |
| School of Geosciences   | 1                         | 0 |                                |   | 1     | 0 |   |   |          |   |                   |   | 7     | 0 |                     |   | 9                                   | 0  |
| School of Information   | 1                         | 1 |                                |   | 0     | 1 |   |   | 0        | 1 |                   |   | 2     | 1 |                     |   | 3                                   | 4  |
| Sociology   |                           |   |                                |   |       |   |   |   |          |   |                   |   | 3     | 2 |                     |   | 3                                   | 2  |
| <b>Behavioral &amp; Community Sciences</b>                            |                           |   |                                |   |       |   |   |   |          |   |                   |   |       |   |                     |   |                                     |    |
| Communication Sciences & Disorders                                    |                           |   |                                |   |       |   |   |   |          |   |                   |   | 5     | 6 |                     |   | 5                                   | 6  |
| Criminology   |                           |   |                                |   |       |   |   |   |          |   |                   |   | 2     | 1 |                     |   | 2                                   | 1  |
| School of Social Work   |                           |   |                                |   |       |   |   |   | 0        | 1 |                   |   | 0     | 2 |                     |   | 0                                   | 3  |
| <b>Business</b>   |                           |   |                                |   |       |   |   |   |          |   |                   |   |       |   |                     |   |                                     |    |
| Information Systems/Decision Sciences                                 |                           |   |                                |   | 2     | 0 |   |   |          |   |                   |   | 4     | 0 |                     |   | 6                                   | 0  |
| Marketing   |                           |   |                                |   |       |   |   |   |          |   |                   |   | 5     | 0 |                     |   | 5                                   | 0  |
| <b>Education</b>  |                           |   |                                |   |       |   |   |   |          |   |                   |   |       |   |                     |   |                                     |    |
| Educational & Psychological Studies                                   | 0                         | 1 |                                |   | 1     | 2 |   |   | 0        | 3 |                   |   | 8     | 7 |                     |   | 9                                   | 13 |
| Leadership, Counseling, Adult Education, Career, and Higher Education | 1                         | 1 |                                |   |       |   |   |   | 3        | 1 |                   |   | 6     | 7 |                     |   | 10                                  | 9  |
| Teaching & Learning   |                           |   |                                |   | 0     | 1 |   |   |          |   |                   |   | 6     | 5 |                     |   | 6                                   | 6  |
| <b>Engineering</b>  |                           |   |                                |   |       |   |   |   |          |   |                   |   |       |   |                     |   |                                     |    |
| Chemical & Biomedical   |                           |   |                                |   | 3     | 0 |   |   |          |   |                   |   | 5     | 0 |                     |   | 8                                   | 0  |
| Civil & Environmental   |                           |   |                                |   | 2     | 0 |   |   | 1        | 0 |                   |   | 4     | 1 |                     |   | 7                                   | 1  |
| Computer Sciences & Engineering                                       |                           |   |                                |   | 7     | 0 |   |   | 1        | 0 |                   |   | 7     | 1 |                     |   | 15                                  | 1  |
| Electrical  |                           |   |                                |   | 4     | 2 |   |   | 1        | 0 |                   |   | 12    | 0 |                     |   | 17                                  | 2  |
| Industrial & Management Systems Engineering                           | 1                         | 0 |                                |   | 1     | 0 |   |   | 0        | 2 |                   |   | 2     | 0 |                     |   | 4                                   | 2  |
| Mechanical Engineering  |                           |   |                                |   |       |   |   |   |          |   |                   |   |       |   |                     |   |                                     |    |
| <b>Marine Science</b>   |                           |   | 0                              | 1 | 1     | 0 |   |   | 2        | 0 |                   |   | 9     | 3 |                     |   | 12                                  | 4  |

|   |       |       |    |       |        |       |    |    |       |       |    |    |        |        |       |       |        |        |    |
|---|-------|-------|----|-------|--------|-------|----|----|-------|-------|----|----|--------|--------|-------|-------|--------|--------|----|
| <b>The Arts</b>                           |       |       |    |       |        |       |    |    |       |       |    |    |        |        |       |       |        |        |    |
| School of Architecture & Community Design | 1     | 0     |    |       |        |       |    |    |       |       |    |    | 4      | 1      |       |       |        | 5      | 1  |
| School of Art & Art History               |       |       |    |       |        |       |    | 1  | 0     |       |    |    |        |        | 6     | 5     |        | 7      | 5  |
| School of Music                           |       |       |    | 1     | 2      |       |    | 1  | 0     |       |    |    | 5      | 4      |       |       |        | 7      | 5  |
| <b>USF Libraries</b>                      |       |       |    |       |        |       |    | 1  | 0     |       |    |    | 1      | 0      |       |       |        | 3      | 0  |
| Academic Services                         | 0     | 1     |    |       |        |       |    | 0  | 5     |       |    |    |        |        |       |       |        | 1      | 5  |
| Special Collections                       | 0     | 1     |    |       |        |       |    |    |       |       |    |    | 5      | 1      |       |       |        | 5      | 1  |
| <b>Morsani College of Medicine</b>        |       |       |    |       |        |       |    |    |       |       |    |    |        |        |       |       |        |        |    |
| Molecular Medicine                        |       |       |    | 0     | 1      |       |    |    |       |       |    |    | 4      | 0      |       |       |        | 4      | 1  |
| Molecular Pharmacology and Physiology     |       |       |    | 1     | 0      |       |    | 1  | 0     |       |    |    | 9      | 0      |       |       |        | 11     | 0  |
| Pathology and Cell Biology                |       |       |    | 1     | 0      |       |    |    |       |       |    |    | 2      | 2      |       |       |        | 3      | 2  |
| Physical Therapy/Rehabilitation Sciences  |       |       |    |       |        |       |    |    |       |       |    |    | 2      | 1      |       |       |        | 2      | 1  |
| Psychiatry and Behavioral Neurosciences   |       |       |    | 1     | 0      |       |    | 1  | 0     |       |    |    | 0      | 2      |       |       |        | 2      | 2  |
| Surgery                                   |       |       |    |       |        |       |    |    |       |       |    |    | 4      | 0      |       |       |        | 4      | 0  |
| <b>Nursing</b>                            | 0     | 1     |    | 1     | 0      |       |    |    |       |       |    |    | 3      | 12     |       |       |        | 4      | 13 |
| Pharmacy                                  |       |       |    |       |        |       |    |    |       |       |    |    |        |        |       |       |        |        |    |
| Pharmaceutical Sciences                   | 0     | 1     |    | 1     | 2      |       |    |    |       |       |    |    |        |        |       |       |        | 1      | 3  |
| <b>Total</b>                              | 7     | 8     | 0  | 1     | 39     | 14    | 0  | 0  | 13    | 13    | 0  | 0  | 161    | 82     | 22    | 7     | 242    | 125    |    |
| <b>Percentage</b>                         | 1.91% | 2.18% | -- | 0.27% | 10.63% | 3.81% | -- | -- | 3.54% | 3.54% | -- | -- | 43.87% | 22.34% | 5.99% | 1.91% | 65.94% | 34.06% |    |

**USF St. Petersburg**

**Table 1a. Promotion and Tenure Committee Composition, AY 2014-15**

| Type of Committee (Served)            | Black or African American |   | American Indian/Alaskan Native |   | Asian |   | Native Hawaiian or Other Pacific Islander |   | Hispanic |   | Two or More Races |   | White |   | Other, Not Reported |   | Total including Other, Not Reported |   |
|---------------------------------------|---------------------------|---|--------------------------------|---|-------|---|---|---|----------|---|-------------------|---|-------|---|---------------------|---|-------------------------------------|---|
|                                       | M                         | F | M                              | F | M     | F | M   | F | M        | F | M                 | F | M     | F | M                   | F | M                                   | F |
| <b>USF St. Petersburg Committee</b>   |                           |   |                                |   |       |   |   |   | 1        |   |                   |   | 2     | 1 |                     |   | 3                                   | 1 |
| <b>College of Arts &amp; Sciences</b> |                           |   |                                |   |       |   |   |   |          |   |                   |   | 4     | 1 |                     |   | 4                                   | 1 |
| Environmental Science & Policy        |                           |   |                                |   |       |   |   |   |          |   |                   |   | 3     | 0 |                     |   | 3                                   | 0 |
| Journalism & Media Studies            |                           |   |                                |   |       |   |   |   | 1        |   |                   |   | 2     | 0 |                     |   | 3                                   | 0 |
| Verbal & Visual Arts                  |                           |   |                                |   |       |   |   |   |          |   |                   |   | 2     | 1 |                     |   | 2                                   | 1 |
| Psychology                            |                           |   |                                |   |       |   |   |   |          |   |                   |   |       |   |                     |   |                                     |   |
| <b>College of Business</b>            |                           |   |                                |   |       |   |   |   |          |   |                   |   | 6     | 1 |                     |   | 6                                   | 1 |
| <b>College of Education</b>           |                           |   |                                |   |       |   |   |   |          |   |                   |   |       |   |                     |   |                                     |   |

**USF Sarasota-Manatee**

**Table 1c. Promotion and Tenure Committee Composition, AY 2014-15**

| Type of Committee          | Black, not Hispanic |   | American Indian/Alaskan Native |   | Asian or Pacific Islander |   | Hispanic |   | White, not Hispanic |   | Other, Not Reported |   | Total including Other, Not Reported |   |
|----------------------------|---------------------|---|--------------------------------|---|---------------------------|---|----------|---|---------------------|---|---------------------|---|-------------------------------------|---|
|                            | M                   | F | M                              | F | M                         | F | M        | F | M                   | F | M                   | F | M                                   | F |
| University Committee       | 0                   | 0 | 0                              | 0 | 1                         | 0 | 0        | 0 | 5                   | 3 | 0                   | 0 | 6                                   | 3 |
| College of Business        | 1                   | 0 | 0                              | 0 | 2                         | 0 | 0        | 0 | 4                   | 0 | 0                   | 0 | 6                                   | 0 |
| College of Arts & Sciences | 0                   | 0 | 0                              | 0 | 0                         | 0 | 0        | 0 | 4                   | 2 | 0                   | 0 | 4                                   | 2 |
| College of Education       | 0                   | 0 | 0                              | 0 | 0                         | 0 | 0        | 0 | 0                   | 1 | 2                   | 0 | 1                                   | 2 |

## PART IX | Other Requirements

### Budget Plan

Various mechanisms for directing funds to colleges to assist with diversity efforts were utilized during the academic year 2014-2015. The most prominent ones include outreach efforts in recruiting, faculty, salary assistance to Colleges to aid in minority/gender recruitment, a “special opportunity” hiring program available to all persons, but especially useful in attracting and hiring candidates from underrepresented groups. All programs operate within appropriate legal parameters as interpreted by our Office of General Counsel.

#### USF EQUITY ACCOUNTABILITY BUDGET INCENTIVE PLAN

| Program  | Program Goals/Strategies  | 2014-2015 Allocation |
|--|---|----------------------|
| I) Outreach Recruitment of Female and Minority Employees for EAP Positions | Posting of vacancy announcements, publication of display and feature advertisements in female and minority-oriented media                           | \$20,000             |
| II) Salary Counter Offers and Preventative Offers                          | Retention of qualified under-represented faculty members and administrators through salary preventative offers and counter offers                   | \$235,514            |
| III) Internal and External Market Equity Program                           | Adjust salaries of employees in light of salary compressions, and comparisons of salaries of similarly situated employees                           | \$645,947            |
| IV) McKnight Fellows to support long-term recruitment                      | Participate in Annual Conference organized by Florida Education Fund; and provide funds to support studies of 23 McKnight Fellows at USF            | \$117,782            |
| V) Employee Tuitions Program (HR)  | Facilitate professional development and upward mobility of USF employees through educational leave and tuition reimbursement (women and minorities) | \$459,905            |
| VI) Target of Opportunity Program  | Increase the number of faculty in underutilized disciplines through direct or spousal hires   | \$65,000             |
| <b>Total</b>   |   | <b>\$1,544,148</b>   |

### President’s Evaluation

Each university President shall be evaluated on the results of the Florida Equity Reports. The President’s performance is evaluated annually consistent with the provisions of her employment contract and Section 1012.95(3)(b) Florida Statutes.

The process for evaluating the President’s progress towards equity and diversity goals begins with the President’s self-evaluation of her annual goals submitted to the BOT Chair. Thereafter, an evaluation is conducted by the Board of Trustees Compensation Committee and the results are presented in a public meeting of the Board. The BOT Compensation Committee, the Board Chair and the full Board completed the 2014-15 evaluation at their December 2015 meeting. The evaluation is available on the BOT website.

Below is the link to the BOT website where the document for the President's evaluation is located: <http://usfweb2.usf.edu/board/meetings/meetings.html>.

In sum, the assessment is excellent performance "exceeds expectations" based on the goals established by the USF Board of Trustees Chair, BOT Compensation Committee and the President. The Board Chair stated that "he consulted with many external stakeholders such as outgoing BOG Chair Mori Hosseini, incoming Chair Tom Kuntz, Chancellor Marshall Criser, USF System Student Council Presidents/Trustees during academic year Jean Cocco and Jozef Gherman, USF System FAC President/Trustee Dr. Greg Teague as well as elected officials and community leaders."

Trustees commented that under President Genshaft's leadership, the USF System continues to move in the right direction and that she is always promoting USF. Vice Chair Lamb expressed pride in working alongside the President and trustee members and acknowledged her great leadership for students, faculty and staff. Chair Mullis also shared that the President has many supporters in the community and received positive input from community leaders including major donors, alumni, and city officials as well as business leaders within the region. The President was awarded 100% for performance.

## Top Administrator's Evaluations

Top administrators have equity accomplishments evaluated in their annual performance appraisals. The President evaluates each senior vice president in achieving goals consistent with the intent of Section 1012.95, F.S. The President's evaluation of the Sr. Vice Presidents that report to her is summarized as follows:

- Chief Operating Officer: sustained performance
- Executive Vice President and Provost: sustained performance
- Sr. VP for Research: sustained performance
- Sr. VP University Advancement: sustained performance
- Sr. Vice President USF Health: sustained performance
- VP for Strategic Development: sustained performance
- VP University Communications: sustained performance
- Regional Chancellor USF St. Petersburg: sustained performance
- Regional Chancellor USF Sarasota-Manatee: sustained performance

The other Vice Presidents report through Sr. Vice Presidents. \*as of 2016-17, reports through VP for Strategic Development

## Appendix A

### 2015 Equity Report Contributors

Our special thanks to the following individuals for their contribution to this report:

**Dr. Devona F. Pierre**, Office of Diversity, Inclusion, and Equal Opportunity

**Angela Badell**, Human Resources Information and Solutions

**Dr. Jacob Diaz**, USFSP Office of Housing and Residence Life

**Dr. Paul Dosal**, USF Tampa Student Affairs and Student Success

**Dr. V. Mark Durand**, USFSP Office for Academic Affairs

**Jocelyn Fisher**, Intercollegiate Athletics

**Dr. Valeria Garcia**, Office of Decision Support

**Carmen Goldsmith**, USF Tampa Division of Student Affairs

**Billie Jo Hamilton**, USF Enrollment Planning and Management

**David L. Henry**, USF Tampa Office of Admissions

**Dr. Terry Osborn**, USFSM Office of Academic and Student Affairs

**Holly Kickliter**, USFSP Office of Enrollment and Marketing Services

**Dr. Travis Thompson**, USF Tampa Undergraduate Studies

**Kenneth Rodriguez**, Resource Management Analysis

**Dr. Anita Sahgal-Patel**, USFSP Wellness Center

**Dr. Dwayne Smith**, USF Tampa Office of the Provost

**Dr. Gretchen Koehler**, USF Health

**Dr. Cindy Visot**, Office of the System President

**Steven L. Long**, Communications and Marketing

## Appendix B

# 2016 FLORIDA EQUITY REPORT GUIDELINES

## Enrollment, Sex Equity in Athletics, and Employment

The annual Florida Equity Report from each state public university must include information on the institution's progress in implementing strategic initiatives and performance related to equity and access as they pertain to academic services, programs, and student enrollment; equity in athletics; and employment as required by Regulation 2.003 Equity and Access. The Enrollment and Employment reports focus on women and members of specified race/ethnic protected classes: (1) prior to Summer 2010, the classes were Black (B), non-Hispanic; Hispanic (H); Asian/Pacific Islander (A/PI); and American Indian/Alaska Native (AI/AN) and (2) beginning Summer 2010, the classes were Black or African American (B); Hispanic (H); Asian (A); Native Hawaiian or Other Pacific Islander (NH/OPI); American Indian/Alaska Native (AI/AN); and Two or More Races ( $\geq$  Two).<sup>1</sup> These guidelines represent elements of the reports that must be completed, at a minimum. Each university is expected to utilize whatever additional measurements and goals needed to describe progress to achieve equity.

### COVER—See and complete TAB 1.

- A. Certification of Annual Approval Date by the University's Governing Board (or Designee). Provide the date and format for the governing board (or designee) approval.<sup>2</sup> Date certification may be in the form of written confirmation from the equity officer following the governing board's approval vote or following written approval by the governing board's designee.<sup>3</sup> The signature of the university President is required, serving as approval of report results and plans.
- B. Following the cover, you may include a Table of Contents,

### PART I. Executive Summary and/or Description of Plan Development—No TAB.

The Executive Summary should be 3-5 pages in length and provide highlights of progress your institution is making on the equity plans designed for Academic Programs, Gender Equity in Athletics, Employment, Promotion & Tenure, and Other Requirements.

- A. In the Description of Plan Development, describe the process used to prepare the reports. Include in this narrative as applicable: discussions with responsible administrators, feedback from reviewing committees, sources utilized for data, or other appropriate components.
- B. In the summary of institutional progress, include examples of goals met or unmet; initiatives & achievements; and best practices (successful/innovative programming) for the areas of: Student Enrollment/Retention/Graduation; Faculty and Administrative employment; and Athletics.
- C. Budget Plan:
  - a. In a concise summary describe how the university deployed its resources to accomplish Employment Equity goals.
  - b. Include the actual budget allocation for 2014-2015.

**The Board office will use the information in each institution's executive summary and data tables, to compose a consolidated SUS system-wide equity report.**

### PART II. Review of Policies and Procedures—See and complete TAB 2.

- A. Review of Policies and Procedures. Identify updated/new policies and procedures that are specifically formulated to ensure equity. Annually update the webpage links or provide copies of policies that relate to equity.
- B. Include Documentation of Non-Discrimination Policy. Reprint in each annual document a copy of the policy

adopted by the governing board. Note the date of original approval. Include in this narrative procedures to notify campus affiliates and non-affiliates about the policy and the procedures for accessing it.

### **PART III. Academic Program Reviews—See and complete TAB 3.**

- A. In the Academic Program Reviews section, as many as eight (8) areas of review are required of each university with programs at the specified levels. These annual analyses display enrollment at these eight levels for the protected class students (Female and the applicable protected class race/ethnic codes).<sup>4</sup> In addition, they display the official total including white, non-resident alien, and not reported.<sup>5</sup> Universities not offering programs at one or more levels should key the charts with zeros to present a complete report. Measures of equity in TAB 3 with charts are:

Chart 1. First Time in College Enrollment, Previous Academic Year (AY) Chart 2. Florida State College System A.A. Transfers, Previous AY

Chart 3. Retention of Full-time FTICs Entering Previous AY, After One Year Chart 4. Graduation Rate of Full-Time FTICs After Six Years

Chart 5. Bachelor's Degrees Awarded, Previous AY Chart 6. Master's Degrees Awarded, Previous AY Chart 7. Doctoral Degrees Awarded, Previous AY

Chart 8. First Professional Degrees Awarded, Previous AY

- B. An analysis of the information on each chart shall be prepared annually by each university using the results of TAB 3, Charts 1-8. Include in this narrative an identification of the standard for disproportionate enrollment or identification of an area for improvement. Each university shall report its definition of "disproportionate" or "area for improvement" for each level, Charts 1-8, offered at that institution.

Examples of definitions to identify disproportion include "the 80% rule," standard deviations, or other appropriate measures. A university might identify an "area for improvement" as "retention of [specific protected class] at a rate equal to least 80% of the highest retention rate."

Another example of goals set for improvement might be "increase by 0.2% per year" or "admission of protected class students at a rate exceeding representation in the national pool of Bachelor's degree recipients from doctoral-granting universities in the prior data year."

- C. Using its own definition, each university shall identify areas for improvement in a period no longer than three years for each chart that is pertinent in **TAB 3**. This narrative section shall include goals established and the programs and timeline to achieve the goals.
- D. Student Services require periodic review by the institution to determine compliance with equity laws and regulations. Non-discrimination on the basis of race, color, national origin, sex, religion, age, disability, marital status, veteran status or any other basis protected by law is required. Those services include:
1. Academic Advising
  2. Admission to Academic Program<sup>6</sup>
  3. Health Services
  4. Club and Intramural Athletics (report on sex equity only)<sup>7</sup>
  5. Student Financial Assistance
  6. Housing
  7. Student Employment
  8. Educational and Work Environment
  9. Personnel

Each university shall design and conduct a review of the Student Service areas listed in 1-9 above. The review shall take the form of a self-assessment and may follow models established under other laws, guidelines, or requirements. Such models may include appropriate reviews performed as part of a Title IX update, annual reporting process or institutional

effectiveness assessment.

The report of this procedural review shall, at a minimum, include the website address(es) used, titles of documents used, and statement of results of the area reviews. Copies of documents are to be maintained by each university.

- E. Each university shall evaluate the university's overall effectiveness in enrollment equity in the reporting year. Consider accolades (such as Diverse magazine's reporting of top minority degree producers), statistical achievement, climate surveys and other documentation to be added. Identify areas for improvement in the following year and the programs and timetable to achieve the improvement.

#### **PART IV. Gender Equity in Intercollegiate Athletics—See and complete TAB 4.**

This report responds to requirements of paragraph (4) of Regulation 2.003 dealing with equity in intercollegiate athletics. Each university is required to develop a plan for sex equity in athletics. The plan must include consideration of sex equity in the areas listed below.

- A. Each university shall prepare an annual update to the Florida Equity Report related to sex equity in intercollegiate athletics. The university shall include a description of the findings followed by an assessment of equity. Those results shall be summarized on **TAB 4**, Chart 1. If areas for improvement are identified, the programs and timetable for achieving improvement shall be specified. The following eleven (11) areas are required in the assessment:
  - 1. Sports offerings
  - 2. Participation rates, by sex, compared with full-time undergraduate enrollment by sex
  - 3. Availability of facilities, defined as locker room, practice and competitive facilities
  - 4. Scholarship offerings for athletes
  - 5. Funds allocated for:
    - a) The Athletic Program as a Whole
    - b) Administration
    - c) Travel and Per Diem Allowances
    - d) Recruitment
    - e) Comparable Coaching
    - f) Publicity and Promotion
    - g) Other Support Costs
  - 6. Provision of equipment and supplies
  - 7. Scheduling of games and practice times
  - 8. Opportunities to receive tutoring
  - 9. Compensation of coaches and tutors
  - 10. Medical and training services
  - 11. Housing and dining facilities and services
- B. Each university shall identify areas for improvement from the previous year's update which included a timetable for improvement in this data year. Each university shall specify the extent to which those sex equity goals have been accomplished. Provide the information requested in TAB 4, Chart 2.

Each university shall evaluate the effectiveness of the university's programs in sex equity in athletics in the reporting year. Consider accolades, statistical achievement, climate surveys, correction of areas for improvement for prior years, and other documentation to be added. Identify areas for improvement in the following year and the programs and timetable to achieve the improvement.

- C. Following Chart 2, each university shall check one basis below for assuring that it is in compliance with the Florida Equity Report:

- \_\_\_accommodation of interests and abilities
- \_\_\_substantial proportionality
- \_\_\_history and practice of expansion of sports

If no basis is checked, a priority plan for compliance by September 1 of the reporting year shall be included in this report. The annual review of compliance may be satisfied by processes implemented under other laws, guidelines, or requirements. Those might include campus Title IX reviews, the NCAA recertification process, analysis of the EADA, and other standard reports. The report of this procedural review shall include the website address(es) used and titles of documents used to assess compliance in each of the areas. Copies are to be maintained by each university.

**PART V. Employment Representation – See and complete TAB 5.**

The guidelines for the employment section of the Florida Equity Report measure achievement of remedying underutilization of women and minorities, as applicable, in senior-level administrative positions and by faculty rank and/or tenure status. The guidelines for this section may be fulfilled by appropriate analyses completed for university Affirmative Action Plans or other required reports.

The basis for the employment data is the IPEDS Fall Staff report completed annually by each university with data captured in October, final version prepared mid-January.

Complete Charts 1–4 of **TAB 5**. Each university shall report race and sex representation within:

1. Category Representation: Tenured instructional faculty
2. Category Representation: Tenure-track instructional faculty
3. Category Representation: Faculty not on tenure track instructional or faculty employed at a non-tenure-granting university
4. Category Representation: Management Occupations

*(NOTE: IPEDS replaced the Executive/Administrative/Managerial grouping with Management Occupations in Fall 2012.)*

Comparison over a five-year period is used as the baseline for evaluating effective (long term) improvement. For the reports due in September 2016, the IPEDS Fall Staff 2015 report will be used. It should be compared with the IPEDS Fall Staff 2014 and 2010 reports. Due to the change in IPEDS race/ethnicity codes, percent change data will not be provided for the following: (1) Asian for 2006 to 2011, (2) Asian/Pacific Islander for 2006 to 2011, (3) Asian/Pacific Islander for 2010 to 2011, (4) Native Hawaiian or Other Pacific Islander for 2006 to 2011, and (5) Two or more races: 2006 to 2011.

Using all information, evaluate the effectiveness of the university’s programs in employment equity this reporting year. Consider accolades, statistical achievement, climate surveys, and other documentation.

**PART VI. Areas of Improvement/Achievement – See and complete TAB 6.**

Each university shall establish areas of improvement, at a minimum, for the following three components: (1) academic services, programs, and student enrollment; (2) sex equity in athletics; and (3) employment. The areas of improvement established during the current year will be reported in the left-hand section of the Charts entitled “Areas of Improvement Pertaining to “X” Identified in the September 2015 Report.” Progress on the “Areas for Improvement” established in the prior year will be reported in the right-hand section of the Charts entitled, “Achievement Report for Areas of Improvement Pertaining to “X” Identified in Previous Report, June 2014.”

- A. Each university shall describe strategies used to address areas for improvement that were identified using comparable national standards. These may include targeted application of funding outlined in the budget plan required by paragraph (7) of Regulation 2.003 or programs listed in such documents as the Affirmative Action Plan, Institutional Effectiveness Plan, or Strategic Plan.
- B. Each university’s report should identify programmatic descriptions and the designated measure of effectiveness to be evaluated in Part VI describing annual improvements and achievements from the previous year and

include this information on the “Achievement Report, June 2013” if the area of improvement is more than one year old. New areas for improvement for the current report should be included in the report, but achievements on current year areas of improvements will not be addressed until the next year’s report.

**PART VII. Protected-class Representation in the Tenure Process—See and complete TAB 7.**

Representation of females and protected class minorities within the tenure process at each stage shall be documented. Each university is required to address: (1) disparities identified from comparing protected- class success rates to the success rates for the majority race, and (2) disparities identified from comparing the success rates of females to the success rate of males. Include in the narrative a description of the university’s guidelines for equitable assignments for instructional faculty.

**PART VIII. Promotion and Tenure Committee Composition—See and complete TAB 8.**

Each university is required to report the racial and sex composition of committees reviewing recommendations at each transaction level.

**PART IX. Other Requirements—NO TAB.**

- A. The Budget Plan required by paragraph (7) of Regulation 2.003 is designed to accomplish Employment Equity goals. Describe how the university deployed its resources to do so. Link the results to a discussion of goals achieved and areas for improvement. Establish timetables for achieving selected goals the following year.
- B. President’s Evaluation. Each university President may be evaluated on the results of the Florida Equity Reports. Describe the process at the university for accomplishing this evaluation, if required, as well as this year’s results.
- C. Top Administrators’ Evaluations. Top administrators may have equity accomplishments evaluated in their annual performance appraisals. Describe the process at the university for accomplishing these evaluations, if required, as well as this year’s results.