

Board of Trustees Academics and Campus Environment Committee

Monday, November 25, 2024

Trustees: Chair Oscar Horton; Suryakanth Prasad Gottipati, Lauran Monbarren, Rick Piccolo, Melissa Seixas, David Simmons USF Foundation Board Liaison: Debbie Sembler Provost and Executive Vice President: Prasant Mohapatra

AGENDA

I. Call to Order and Opening Remarks Chair Horton Public Comments Subject to USF Procedure Chair Horton II. III. New Business – Action Items Approval of Previous Minutes for August 20, 2024 Chair Horton Tenure as a Condition of Employment Provost Prasant Mohapatra Senior Associate Vice President Javier Cuevas c. B.S.C.E. in Civil Engineering, CIP Code 14.0801 -Credit Hour Reduction Vice Provost Terry Chisolm Dean Sanjukta Bhanja IV. New Business – Information Items Vice President Carole Post a. University GIS/Mapping Applications GIS Program Manager Daniel Gessman b. Annual Degree Productivity Report Vice Provost Terry Chisolm Adjournment Chair Horton

USF Board of Trustees Academics and Campus Environment Committee

Tuesday August 20, 2024 - Microsoft Teams meeting

Trustees: Chair Oscar Horton, Suryakanth Gottipati, Lauran Monbarren, Rick Piccolo, Melissa Seixas, David Simmons

Chair Horton welcomed everyone and called the ACE committee meeting to order. He asked Brittany Dix to call the roll.

Trustee Suryakanth Gottipati – Did not participate
Trustee Oscar Horton
Trustee Lauran Monbarren – Did not participate
Trustee Rick Piccolo
Trustee Melisa Seixas
Trustee David Simmons

Having no request for public comments, Chair Horton proceeded with the meeting.

New Business - Action Items

a. Approval of Previous Minutes for May 21, 2024

Having no changes to the May 21, 2024 minutes, Chair Horton requested a motion to approve. The motion was given by Trustee Seixas, seconded by Trustee Callahan, and approved.

b. Tenure as a Condition of Employment

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

Provost Mohapatra and Sr. Associate Vice President Javier Cuevas presented.

A list of qualified candidates was presented.

David Blackwell - Muma College of Business- Professor - Kate Tiedemann School of Business and Finance

Ron Dulaney Jr. – College of the Arts - Professor and Director School of Architecture and Community Design

Andrew Scott Ross - College of the Arts - Professor, School of Art & Art History

Elizabeth Spiller - College of Arts & Sciences - Professor, English

Tingting Zhang – Muma College of Business – Associate Professor - School of Hospitality and Tourism Management

Robert Gallo – Morsani College of Medicine – Distinguished Professor – Internal Medicine

Chair Horton questioned if full employment is ever reached. Provost Mohapatra explained that there is a constant change due to retirement and transferring to other institutions.

Trustee Simmons commented that the professors listed for Tenure as a Condition for Employment are very difficult hires and that this is a massive accomplishment for USF. Trustee Simmons commented on the aggressive hiring of faculty members. This moves USF in the right direction of where we're trying to go as it relates to research expenditures, as well as top 25 status.

Chair Horton requested a motion to approve item b. Tenure as a Condition of Employment. A motion was given by Trustee Piccolo, seconded by Trustee Seixas, and approved.

c. USF Textbook & Instructional Materials Affordability Annual Report

The State University System of Florida "Textbook & Instructional Materials Affordability and Transparency Annual Report" documents USF; 1) compliance with the 45-day textbook adoption requirement; 2) compliance with five-year, rotating syllabi and textbook lists; 3) institutional policies relevant to the issue; and 4) efforts to reduce costs to students.

Dean Todd Chavez and Director Alexander Neff presented.

A PowerPoint was provided - USF Textbooks & Instructional Materials Affordability Annual Report. The PowerPoint highlighted the following:

- Data Highlights USF
- Benefits of Buy–In from Faculty
- \$43,833,806 Cumulative Savings 2010 To Date
- Updates and Initiatives

Mr. Neff concluded his presentation and opened the floor to questions.

Chair Horton had a question concerning USF's ranking among other SUS universities in terms of cost for textbooks.

Very few universities have been known to track or share textbook affordability information. It's very difficult to compare without having a national average. The information presented was based on what USF undergraduates are paying.

Trustee Seixas commented that more than likely this topic is a favorable talking point among prospective students' parents in terms of costs.

Detailed information on the USF Textbook Affordability Project can be found on the USF Website. We have received positive feedback from students.

Trustee Simmons commented on his personal experience as an engineering student at another university in Florida. The textbook rates at USF are considerably lower.

Chair Horton had comments pertaining to e-books. Dean Chavez reported that the USF Library has a host of technology resources available for students who don't have access.

Chair Horton requested a motion to approve item c. USF Textbook & Instructional Materials Affordability Annual Report. The motion was given by Trustee Piccolo, seconded by Trustee Callahan, and approved.

d. BOG Regulation - Self-supporting and Market Tuition Rate - College-Credit Programs Annual Report

Board of Governors Regulation 8.002(4)(c) stipulates that the annual report must be approved by each institution's board of trustees prior to submission to the Board of Governors (BOG) by October 1, 2024.

Associate Vice President Christine Brown presented. A PowerPoint was provided that highlighted the following:

- An Overview of the Annual Report
- Data Collection and Reporting Process
- Number of Active Programs by Degree Type
- Enrollments by Program/Degree Type
- Degree/Program Completions by Program/Degree Type
- Revenues and Expenditures by Program/Degree Type

Vice President Brown ended her presentation and opened the floor for questions.

Chair Horton thanked Vice President Brown for her presentation and requested a motion for approval. The motion was given by Trustee Seixas, seconded by Trustee Piccolo, and approved.

e. BOG Regulation 8.005 - General Education Course Offerings

Per BOG Reg. 8.005, "Each State University System institution's board of trustees and president must annually review and approve, at a public meeting, the courses offered by the institution that meet general education course requirements in accordance with sections 1007.24, 1007.25 and 1007.55, Florida Statutes."

Assistant Dean Kyna Betancourt presented. A PowerPoint was provided, which highlighted the following:

- General Relationship between SB 266 & BOG 8.005
- SB 266 and General Education
- BOG 8.005 General Education
- Current State

The official list must be submitted to the BOG by September 1, 2024. The Dean ended her presentation and opened the floor to questions from the Board members.

Chair Horton had a question concerning the changes to the preliminary General Education list and whether there will there be major changes.

Because of our Enhanced General Education curriculum, many of our courses were flagged as being too narrow and may have to be removed. If a course doesn't align with the current Regulation, it can still be taught, just not under the General Education umbrella.

Provost Mohapatra commented that some colleges may be impacted more than others, such as the Honors College.

Trustee Simmons discussed the impact that General Education has on students. These fast-moving regulatory changes put the university in a position to make updates outside of the normal deliberative process for curriculum development.

Trustee Mike Carrere questioned if students were required to take General Education courses outside of their major.

Dean Betancourt commented that students are required to take 36 hours of General Education courses.

This list of courses will be voted on during the Governance Committee meeting scheduled for August 27, 2024.

General Counsel Gerard Solis recommended a motion request to approve the preliminary General Education course offerings. The motion was made by Trustee Piccolo, seconded by Trustee Seixas, and approved.

f. Bachelor of Science in Design, CIP Code 50.0401

The proposed Bachelor of Science in Design degree program will instill a participatory design model that focuses on the designer's ability to craft systems and teams that are uniquely adept at including the voices of all constituencies. The proposed curriculum encourages creative problem-solving, critical thinking, data literacy, basic programing, adaptability, and collaboration, all grounded in an interdisciplinary mindset. At the core of the proposed degree program is an investigation into the formative role of design in shaping human values and experiences, conceptualizing digital and physical products, services, brands, and experiences for numerous industries.

Dean Chris Garvin presented on the new program - Bachelor of Science Degree and Design Studies. He commented on the tremendous growth within the College of the Arts over the past five years and said that USF is one of the few SUS universities to offer this distinctive degree. This degree allows us to bridge the idea of technology, thinking, and creative skills all together under one curriculum.

Dean Garvin announced that there are plans to rename the USF College of the Arts to the USF College of Design Arts and Performance. A public announcement will be made on October 24, 2024.

Having no questions from the committee members, Chair Horton requested a motion to approve. The motion was given by Trustee Seixas, seconded by Trustee Simmons, and approved.

g. Tampa Campus Master Plan Amendment

Pursuant to Section 1013.30(3), Florida Statutes, and Florida Board of Governors Regulations, Chapter 21, each university board of trustees shall prepare and adopt a campus master plan for the university to address the development needs for a ten-year span.

This Campus Master Plan Amendment amends the 2020-2030 Campus Master Plan previously adopted by the Board (June 13, 2023) to reflect the addition of the On-Campus Stadium and future development on the former credit union site.

This Amendment continues to build upon the foundation of the USF Strategic Plan 2022-2027 and reinforces the USF Mission and Goals.

Prior / Pending Reviews:

- USF Campus Development Committee: August 12, 2024
- USF ACE Advisory Committee: August 13, 2024
- USF BOT ACE Committee: August 20, 2024
- USF Board of Trustees: December 10, 2024

Vice President Carole Post presented the item. She provided an inventory of documents that reflect the evolution of USF. The amendment presented today is intended to address three key areas of growth and expansion on the Tampa campus. Vice President Post commented that there are unique master plans for each of our campuses. A PowerPoint was provided which highlighted the following:

- 2020 2030 Tampa Campus Master Plan
- Tampa Campus Master Plan Proposed Amendment
- Item 1 On Campus Stadium
- Item 2 The Crew Building / Former USF Credit Union
- Item 3 Update to Existing Land Use
- Master Plan Amendment Impacts

Vice President Post opened the floor for questions from the committee members.

Chair Horton thanked Vice President Post for her presentation and commented on the impressive changes in the past 20 years. The Chair inquired about the groundbreaking for the on-campus stadium.

Vice President Post commented that the groundbreaking will be October 18th.

President Law encouraged everyone to attend the huge celebration planned for October 18th.

Chair Horton requested a motion to approve. The motion was given by Trustee Piccolo, seconded by Trustee Seixas, and approved.

Having no further business Chair Horton thanked everyone for their participation and adjourned the ACE Committee meeting.

Agenda Item:

USF Board of Trustees

December 10, 2024

Issue: Tenure Nomination as a Condition of Employment

Proposed action: Approve Tenure as a Condition of Employment

Executive Summary:

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

Financial Impact:

Strategic Goal(s) Item Supports:

ÚSF Strategic Plan 2013-2018, Goal II

Workgroup Review Date:

Academic and Campus Environment Work Group - November 25, 2024

Supporting Documentation Online (please circle): Yes

(Yes) No

- Memorandum to William Weatherford, Chair, USF Board of Trustees
- Tenure Nominations as a Condition of Employment
- Faculty Profiles

USF System or Institution specific: USF

Prepared by: Pritish Mukherjee, Vice Provost for Strategy, Institutional Excellence, and Faculty Success



MEMORANDUM

DATE: December 10, 2024

TO: William Weatherford, Chair

FROM: Rhea Law, President

SUBJECT: Tenure as a Condition of Employment Nominations

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

Enclosures

Faculty Nominations for Tenure as a Condition of Employment USF Board of Trustees Meeting – December 10, 2024

College	<u>Name</u>	<u>Rank</u>	Department/ School	Degree of Effort*	Previous Institution	Tenure at Previous Institution
Morsani College of Medicine	Samuel Wu, PhD	Professor	Internal Medicine	1.0	University of Florida	Yes

University of South Florida - Tenure Nomination as a Condition of Employment

MORSANI COLLEGE OF MEDICINE

Samuel S. Wu, PhD

Dr. Wu joined USF Health, Morsani College of Medicine (MCOM) on August 30, 2024, as Professor with the Department of Internal Medicine/Health Informatics Institute. Dr. Wu is an accomplished, internationally recognized researcher serving as the Director of the Research Design and Data Coordinating Center at the University of Florida Clinical and Translational Research Institute since 2018. His research focuses on neurological disorders and aging, statistical genetics, clinical trial design and simultaneous statistical inference, and data privacy technologies. His research provides more efficient trial designs and analysis methods for improved economic development of new drugs and behavioral interventions. He has more than 200 publications with 25-peer reviewed papers. Dr. Wu currently serves as PI and MPI on two NIH R01 and U24 grants totaling more than \$3.6M, in addition to serving as Co-PI on nine active NIH grants. Dr. Wu comes to USF from the University of Florida where he has served as professor, and Associate Chair with the Department of Biostatistics, College of Medicine and College of Public Health and Health Professions since 2014. He earned his PhD in Statistics at Cornell University in 1998. Dr. Wu has been an invited speaker at numerous international conferences. He most recently served as the Program co-chair at the 2022 ICSA Applied Statistical Symposium. He has held numerous editorial positions including Associate Editor, Statistics in Biosciences, and sat on the editorial board, Neurorehabilitation and Neural Repair. He has served on numerous university committees while at UF. Dr. Wu has a strong teaching background having supervised 13 PhD students, and 15 MS students. He has mentored many junior faculty and visiting scholars. The department APT Committee; Dr. Harry van Loveren, Interim Department Chair; the MCOM APT Committee; Dr. Haywood Brown, MCOM Vice-Dean; Dr. Charles Lockwood, Executive VP for USF Health; and President Rhea Law all concur to recommend Dr. Wu for tenure at the rank of Professor.

USF Board of Trustees Meeting - December 10, 2024

Agenda Item: III.c

USF Board of Trustees

November 25, 2025

Issue: B.S.C.E. in Civil Engineering, CIP Code 14.0801 - Credit Hour Reduction

Proposed action: Approval

Executive Summary:

Currently, the University of South Florida is approved to offer its undergraduate program in Civil Engineering (CIP Code 14.0801) at 131 total credit hours. This request aligns with Reason 1.a. of BOG Regulation 8.014 Bachelors' Degree Exceptions to 120 Credit Hours requirement that states, "Additional courses are required to meet specialized accreditation standards for program content, and such accreditation is expected or required for program graduates to become employed in the profession for which they are being prepared."

The faculty have reviewed the curriculum, advisory board recommendations, and ABET requirements and were able to include some of the ABET-required competencies in multiple courses, which allowed for a few core major courses to become major electives and the reduction in credit hours of one course. The reduction of total credit hours from 131 to 128 aligns with the other SUS institutions that offer an ABET-accredited undergraduate Civil Engineering programs at 128 credit hours.

Financial Impact: None

Strategic Goal(s) Item Supports: Goal One: Student Success and Beyond

BOT Committee Review Date: November 25, 2024

Supporting Documentation Online (*please circle*): Yes No Prepared by: Cynthia Brown Hernandez, Deputy Accreditation Liaison and Director

Bachelor of Science in Civil Engineering – CIP 14.0801 Credit Hour Reduction

USF Board of Trustees
Academic and Campus Environment Committee
November 25, 2024

Theresa Chisolm, Ph.D., Vice Provost, Strategic Planning, Performance & Accountability

On behalf of the College of Engineering, Interim Dean Sanjukta Bhanja and the Faculty



SUS BOG Regulation 8.014 Bachelors' Degree Exceptions to 120 Credit Hours Requirement

- Bachelor's Degree Programs are typically 120 credit hours
- BOG may approve Bachelor's Degree Programs to be >120 credit hours if:
 - Additional courses required to meet
 - Specialized accreditation standards (e.g., ABET)
 - State or Federally-mandated criteria for professional licensing (e.g., teaching credentials)
 - Program offers a unique and innovative learning experience
- UFS' BOT has the authority to approve a reduction of credit hours in programs approved to be >120 credit hours

USF Current Bachelor's Programs >120 credit hours

- CIP 14.1001 Electrical Engineering (128 credit hours)
- CIP 14.0501 Biomedical Engineering (126 credit hours)
- CIP 14.1701 Chemical Engineering (131 credit hours)
- CIP 14.0801 Civil Engineering (131 credit hours)

Request Approval to Decrease Credit Hours

- CIP 14.0801 Civil Engineering
 - Curriculum reviewed by faculty and advisory board, with consideration of ABET standards and recommend decreasing required credit hours from 131 to 128.
- Aligns with the current ABET-approved undergraduate Civil programs in the SUS at FSU, UCF, and UF

Exception to the 120 Credit Hours Requirement for Baccalaureate Programs Request

In accordance with Board of Governors Regulation 8.014, Bachelors' Degree Exceptions to 120 Credit Hours Requirement

Institution: University of South Florida

Program Name: Civil Engineering

CIP Code: 14.0801

Effective Term: Fall 2025

 Does the proposed program qualify as a Program of Strategic Emphasis, as described in the Florida Board of Governors 2025 System Strategic Plan?
 Programs of Strategic Emphasis List

X Yes, it does qualify as a Program of Strategic Emphasis.

 $\hfill \square$ No, it does not qualify as a Program of Strategic Emphasis.

Programs of Strategic Emphasis Waiver (for baccalaureate programs only)
Does the program fall under one of the CIP codes listed below?

X Yes

□ No

If yes, students in the program will be eligible for the Programs of Strategic Emphasis waiver. For additional details, refer to <u>Board Regulation 7.008</u> and the <u>Programs of Strategic Emphasis Waiver Guidance</u>.

2. List all

CIP CODE	CIP TITLE	
11.0101	Computer and Information Sciences	
11.0103	Information Technology	
13.1001	Special Education	
13.1202	Elementary Teacher Education	
14.0801	Civil Engineering	
14.0901	Computer Engineering	
14.1001	Electrical and Electronics Engineering	
27.0101	Mathematics	
40.0801	Physics	
52.0301	Accounting	
52.0801	Finance	
52.1201	Management Information Systems	

majors associated with this program and the desired program length for each.

Pulled from ARTS - April 2024

the

Major Name (add rows as needed)	Current Number of Credit Hours	Requested Number of Credit Hours	
B.S. in Civil Engineering	131	128	

3. Provide a narrative regarding the reason an exception to the 120 credit hours requirement is needed for the major(s) above. A program may be approved for one or more reasons outlined in Regulation 8.014.

Currently, the University of South Florida is approved to offer its undergraduate program in Civil Engineering (CIP Code 14.0801) at 131 total credit hours. This request aligns with Reason 1.a. of BOG Regulation 8.014 Bachelors' Degree Exceptions to 120 Credit Hours requirement that states, "Additional courses are required to meet specialized accreditation standards for program content, and such accreditation is expected or required for program graduates to become employed in the profession for which they are being prepared."

The faculty have reviewed the curriculum, advisory board recommendations, and ABET requirements and were able to include some of the ABET-required competencies in multiple courses, which allowed for a few core major courses to become major electives and the reduction in credit hours of one course. The reduction of total credit hours from 131 to 128 aligns with the other SUS institutions that offer an ABET-accredited undergraduate Civil Engineering program at 128 credit hours.

Civil Engineering is the oldest, and by its very nature, the most diverse of all engineering fields, encompassing an unusually large number of subdisciplines ranging from structures, mechanics, geotechnics, materials, water resources, transportation engineering, and environmental engineering. Some of the above specialties do not have much in common with respect to their fundamentals. Hence, many distinct prerequisites are needed to master the advanced technical subject matter in the respective areas. Therefore, after students complete their math courses (calculus with differential equations, probability and statistics, and computational and numerical methods), as well as applicable sciences (physics, chemistry, and geology), an excessive number of engineering science courses must also be completed in the above-mentioned distinct specialties before the students may enroll in the corresponding design courses. Accreditation agencies, such as ABET, require competency in "more than one of the above areas of specialty." Added to this requirement is the need for design experience in many of the above specialties in order to prepare potential graduates for professional careers. These design experiences are in addition to the Capstone Design course, which is the most important.

Undergraduate Civil Engineering programs also need to impart hand-on experience in many of the above-mentioned subdisciplines. Of these, surveying, structural and materials testing, familiarity with hydraulics testing equipment, testing for water quality and environmental pollution are the prime areas where laboratory skills must be developed. Thus, the laboratory courses that must be included in a Civil Engineering curriculum exceed any other engineering discipline.

Required Signatures		
Provost's Signature	 Date	
Board of Trustees Chair's Signature	 Date	
Date Approved by the Board of Trustees		

Agenda Item: IV.a

No

USF Board of Trustees

November 25th, 2024

ı	SS	u	e:

USF Geographic Information System (GIS) Program Update

Proposed action:

Providing an update on the Office of Administrative Services (OAS) GIS Program

Executive Summary:

In the span of six years, University of South Florida's GIS Program has transformed from a program focused on campus safety into a comprehensive resource supporting diverse functions across multiple campuses. This program enhances facilities management, emergency preparedness, and campus navigation, making vital information more accessible to the university community.

Through strategic partnerships and innovative technologies, the GIS Program has expanded its capabilities to meet the growing needs of the university. With a strong emphasis on data-driven planning and community engagement, it now plays a crucial role in supporting USF's goals and initiatives.

Financial Impact: N/A

Strategic Goal(s) Item Supports: BOT Committee Review Date:

Supporting Documentation Online (please circle): Yes

Prepared by: Daniel Gessman

A Bold Opportunity

A GIS Roadmap for Facilities Management

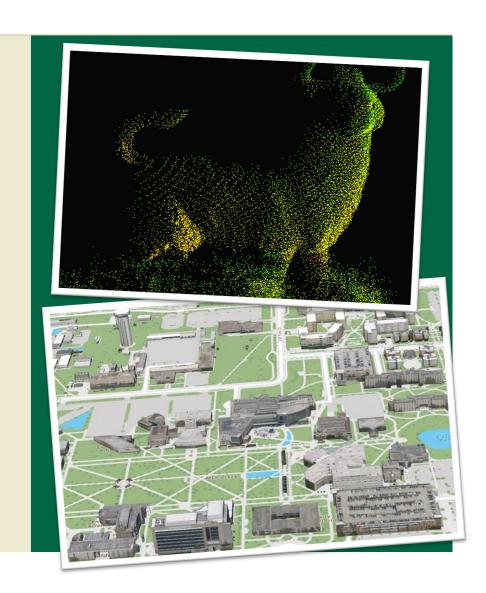


Daniel Gessman, GIS Program Manager / November 2024

What is GIS?

Geographic Information **S**ystems

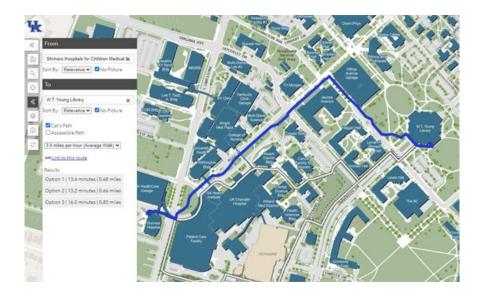
- Location-Based Data for Analysis and Decision Making
- Spatial Data Visualization
- Interactive and Intelligent Map
 Applications

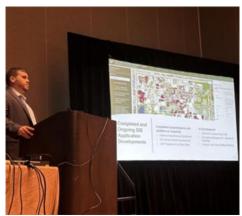


GIS Across the Globe

- · Miami Dade County, Florida
- · State of Minnesota
- Urban Redevelopment Authority and National Parks Board of Singapore

- National Geographic Society
- Marriott International
- University of Kentucky











USF's Nationally Recognized GIS Program

Nationally Featured

- Esri UC Plenary (2022/2024)
- Esri UC Presentations (2022/2024)
- Esri Smart Campus Publication (2024)
- Esri Higher Education Campus Safety (2022)

Local Outreach

- GeoFlo Summit (2023)
- GIS Day (USF Library 2022/2023)
- USF Administrative Advisory Council (2024)
- USF Building Supervisors (2024)
- OAS Townhall (2024)



GIS Utilization at USF



Campus Planning & Construction

• Accurate and Updated Campus Information



Utilities Infrastructure Management



• Updated Asset Locations, and Accurate 811 Sunshine Locates

• TECO, FPL, Duke Energy



Campus Safety / Emergency Management

· Campus Awareness Before/During/After Potential Campus Emergencies



Sharing Data with Outside Organizations

- · County 911 Agencies
- Esri Community Maps



6



Interactive Campus Maps



Basemap for all USF Campuses

"One-stop" shop for all university infrastructure and information

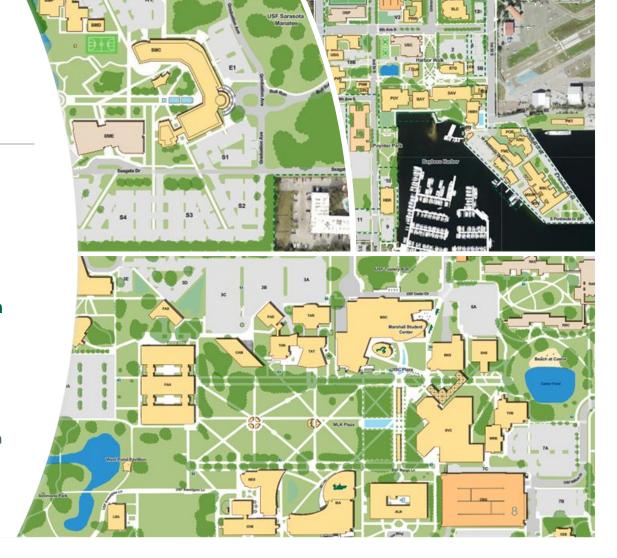


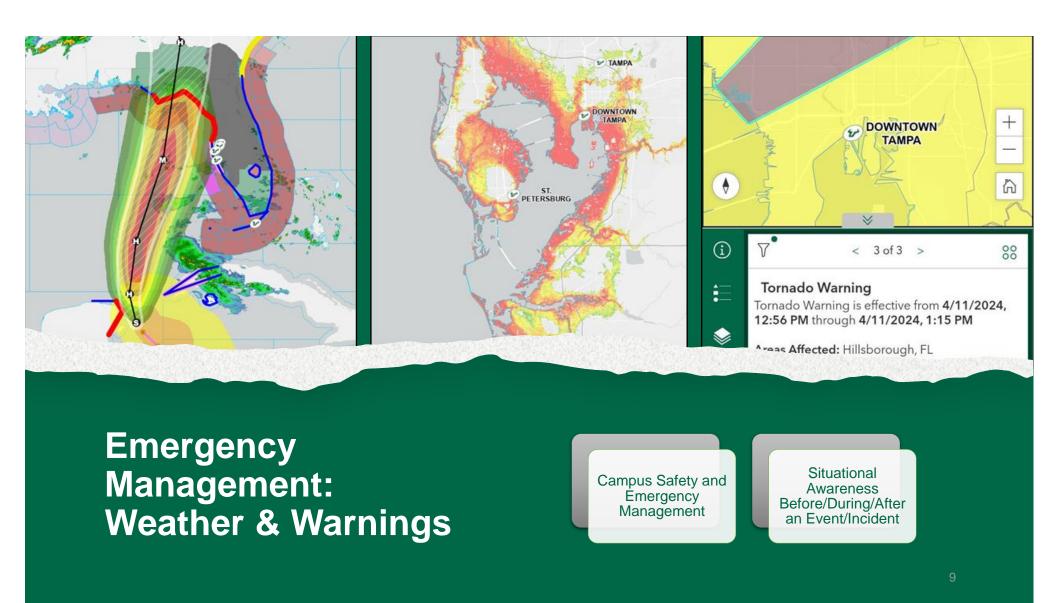
Wayfinding and Campus Information

Facility Locations
Campus Resources
Dining Halls & Vending
Machines

Campus Safety

Parking & Transportation





Future Development & Enhancements

Campus Wayfinding / Navigation

1. Wayfinding and Routing Networks Building to Building

Campus Safety & Emergency Management

- O 2. Building Floor Plans (ArcGIS Indoors)
- 3. Evacuation / Refuge / Event Staging Areas
- O 7. WebEOC Integration (Bi-Directional Forms)
- 8. Pedestrian Controlled Crosswalks
- O 9. Access Method for First-Responders
- O 12. HAZUS modeling
- 21. Emergency Notification System Locations (ENS)

Campus Planning

- 6. Campus Master Plan for all Campuses
- 11. Deferred Maintenance Projects
- 14. Building Information Tables (D&C / Planning)
- 24. Leases / Easements / Legal Descriptions
- 25. Land Use / Land Classification
- 26. LEED Building Classifications
- 27. Campus Tree Mapping Application

Infrastructure

- 10. Electric Primary / Secondary / Lighting
- 15. Conversion of St. Petersburg / Sarasota-Manatee Utilities
- 18. IT / Communication Infrastructure (Tampa)
- 19. Flood Modelling for all 3 Campuses
- 23. Roofing Conditions / Assessments

Location Awareness

- 4. Main Building Entrances / ADA Accessible & Automatic Doors
- 22. Campus Traffic Signal Locations

Housing & Residential Education

- 16. Mapping Housing Districts w/ POCs
- O 20. Residence Hall Walking Tour Story Maps

Campus Transit

- 5. Temporary Lot / Garage / Road Closures
- 13. Public Transportation Story Map
- 17. Bike Lanes, Racks, and Bike Share Programs

10

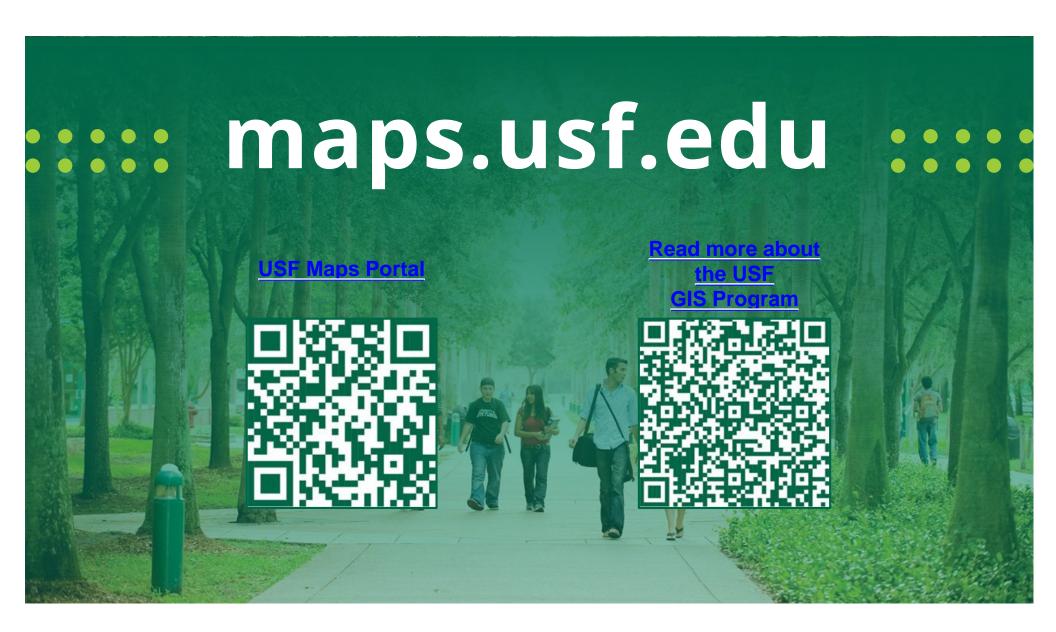
Status:

O = 0-24%

 \bigcirc = 50-74%

= Complete

^{*} The project # is based upon the overall score within the GIS Needs Assessment from the community surveys. Projects are then ordered within their project category.



USF Maps Portal Survey!

Our desire is to make our map applications as useful and user-friendly as possible. Please take a moment to provide your feedback by completing the survey. Click the link to begin, the survey will take approximately 3-5 minutes.

Maps Portal Qualtrics Survey

University-Wide Applications



Interactive Campus Map



USF Through the Decades



Deferred Maintenance Program



Tampa Campus Event Space



USF Public Art Collection



View gallery

Questions / Feedback



Office of Administrative Services

Agenda Item: IV.b

USF Board of Trustees

November 25, 2024

Issue: Annual Degree Productivity Report
Proposed action: Information Item
Executive Summary:
Annually, the Office of Decision Support conducts a systematic, comprehensive review of degree productivity. The results of the 2024 degree productivity review will be presented.

Strategic Goal(s) Item Supports: Goal 1: Student Success at USF and Beyond BOT Committee Review Date: 11/25/2024 ACE Supporting Documentation Online (please circle): Yes No

BOT Degree Productivity Presentation 2024

Financial Impact: No financial impact.

• College Degree Productivity Responses 2024

Prepared by: Theresa Chisolm, Ph.D., Vice Provost for Strategic Planning, Performance & Accountability

Degree Productivity Annual Review

USF Board of Trustees
Academic and Campus Environment Committee
November 25, 2024

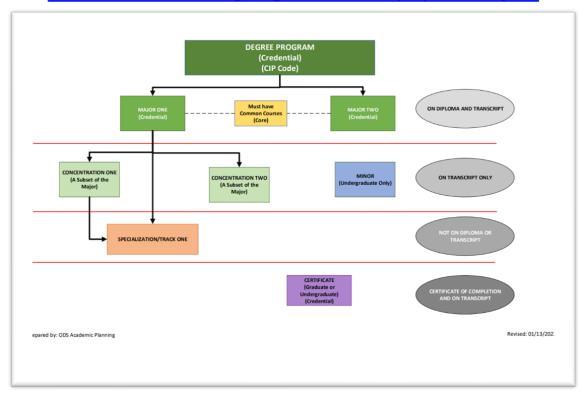
Theresa Chisolm, Ph.D., Vice Provost, Strategic Planning, Performance & Accountability

Special Acknowledgement to Cynthia Brown Hernandez and the ODS-Academic Planning and Operational Reporting Team



Academic Curricular Offerings

Regulation-8 011-New-Program-Authorization-Final-92216-1.pdf; 6C-8
Academic Curricular Offerings-Regulation USF3.038.pdf | Powered by Box



Curriculum Definitions | Academic Planning | ODS | USF

2

Principles of Degree Program Review

Ongoing, systematic, and rigorous **internal review of degree programs every seven years**, or as aligned with specialized accreditation. (Within the process all aligned majors, concentrations,

minors and certificates are considered)

 Mission/purpose review in context of USF & BOG strategic plans

- Review of program's teaching, research, service goals and progress towards goals, with appropriate external benchmarking
- 3. Use of outcomes assessment for continuous improvement, particularly student learning outcomes and employment outcomes
- Strengths, weaknesses, opportunities and threats
- Improvement action plans and annual follow-up

Academic Program Review | Office of Decision Support | University of South Florida



Degree Program Productivity Review

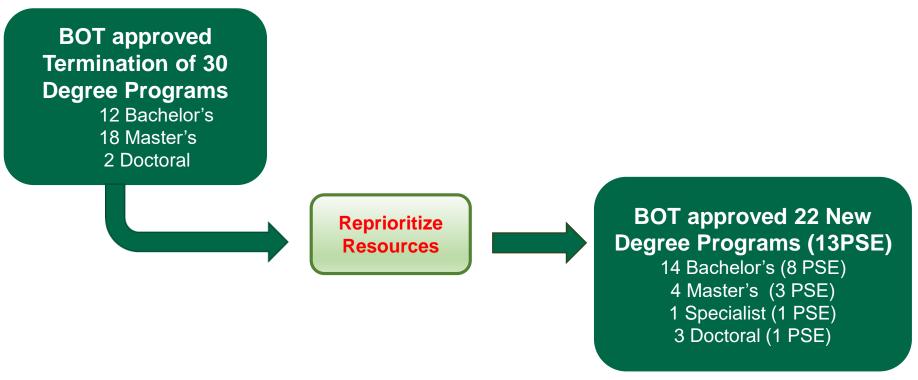
- Board of Governors Period Review
- USF BOT Annual Review
 - Balancing Degree Productivity Data
 - a) Across level/type;
 - b) General Education needs;
 - c) Research productivity; and
 - d) Workforce/industry needs

	er of Degrees ov ent Five Year-Pe							
Degree Level	BOG Threshold	USF Threshold						
Bachelor	30	45						
Master 20 30								
Doctoral	10	15						

4

Results of Degree Productivity and Seven-Year Reviews

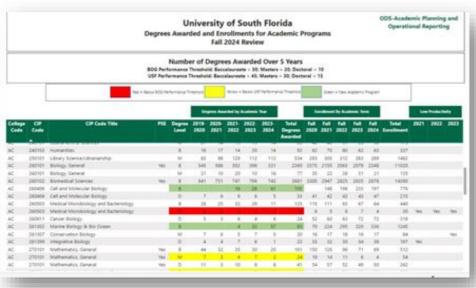
Last Ten Academic Years (AY 2014-2015 to AY 2024-25)



Degree Productivity Report



PowerBI Degree Productivity Reports developed by ODS-Academic Planning and Operational Reporting



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Majors, Campuses, Concentrations, Certificates, etc.



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College Responses

	Academic Program Productivity Fall 2024 Review: Summer 2019 through Spring 2024 Master List College Responses Number of Degrees Awarded Over 5 Years										
	Number of Degrees Awarded Over 5 Years BOG Performance Threshold: Baccalaureate = 30; Masters = 20; Doctoral = 10 USF Performance Threshold: Baccalaureate = 45; Masters = 30; Doctoral = 15										
	Red = Belo	w BOG performance thres	hold								
0	Yellow = B	elow USF performance thr	eshold								
College Code	CIP Code CIP Code Title Degree Level Productivity Degrees Status Status Syears 2024 Comments (PSE)										
College	College of Arts and Sciences										
AC	270304	Math: Computational &	Bachelor - B	•	41	99	Yes	The Computational and Applied Math program is relatively new. The CAS has analyzed data from the Office of Admissions indicating that there is a discrepancy between the rate of admission denials for our smallest programs versus our largest. Further investigation is warranted because the 15 smallest CAS programs correlate tightly with the fewest applications received, yet represent 11 of the 15 most denied applicant pools. There may be elements we don't know or have detailed in the data, but this apparent fact warrants more discussion and investigation to see if there are hidden issues in the admission process that are serving to hinder access and thereby degree productivity of already 'smaller' programs. The Computational and Applied Math program needed to graduate only 4 additional students over the last 5 years to be removed from this list. In the same timeframe, there were 165 applicants denied admission that had at least a 3.0 GPA. The program has a 24% yield rate for admitted applicants, which means exploring the applicant pool and developing yield strategies could completely resolve degree productivity concerns.			
AC	300101	Biological & Physical Sciences	Bachelor - B	•	27	12	No	This Interdisciplinary Natural Science degree is administered by the Department of Chemistry. The degree serves as one pathway for students with strong disciplinary backgrounds to transition into teaching. The program has no courses or advising support unique to the program, using those from the various science departments. As such, the low number of students enrolled in this degree program does not present a cost burden for the university. Because the program offers a pathway for preparation of middle and high school science teachers, it is well worth maintaining.			

Summary of Results

Level	Level Red		Υe	llow	Total Degree		Year over Year Enrollments			
					Programs	PSE	Increase	Equivalent	Decrease	
Bachelor	3	(1%)	7	(7%)	91	3	5	1	4	
Master	9	(8%)	9	(10%)	102	2	7	2	9	
Specialist					3					
Doctoral-R	2	(4%)	5	(2%)	43	2	2	2	3	
Doctoral-P					5					
Totals	14	(5%)	21	(7%)	244	7	14	5	16	

- 35 of 244 programs (14.3%) were below the BOG or the USF Threshold
 - 7 PSE programs below USF threshold
 - 0 PSE programs below BOG threshold
- Merge programs in multiple CIP Codes into One CIP Code
 - Close three master's CIP codes in the College of Education into one CIP code
 - Close three bachelor's CIP codes in the College of Education into one CIP code
 - Close two mater's CIP codes in the College of Arts and Sciences into one CIP code

	University of South Florida										
	Academic Program Productivity										
	Fall 2024 Review: Summer 2019 through Spring 2024 Master List College Perpenses										
	Master List College Responses										
	Number of Degrees Awarded Over 5 Years										
								= 20; Doctoral = 10 = 30; Doctoral = 15			
	Red = Belov	v BOG performance thresho					,	35, 2000000			
	Vallous - Po	low USF performance thres	hold								
	reliow – Be	low our periormance thresh	liolu								
College Code	CIP Code Title Degree Level Productivity Status Total Degrees 5 Years Total Degrees (PSE) Program of Strategic Emphasis (PSE)										
College	of Arts an	d Sciences	ı			T	<u> </u>				
AC	050107	Latin American Studies	Master - M		15	4	No	After a few years of having an Acting and then Interim Dean, the CAS has a new Dean at the helm committed to program excellence and success. As expected, interdisciplinary programs, like the MALACS require the breakdown of silos between department and college boundaries. The new Associate Dean for Graduate Studies will be taking the lead over CAS Center and Institutes including Latin American and Caribbean Studies (ISLAC). this integration of graduate education and Center/Institute leadership will serve the MALACS program well. Enrollments have continued to increase over the past two years with in addition to an increase in degree awards last year. USF has expressed its commitment to being a federally designated Hispanic Serving Institution (HSI) and has highlighted the MA in Latin American Studies (MALACS) program as an important part of moving forward in this directionsee the ADVANCING LATINO ACCESS & SUCCESS (ALAS) PRESIDENTIAL TASK FORCE REPORT, September 2023. Increased institutional resources will be needed in the form of faculty and staff support in order for the MALACS program to thrive and be a strong contributor to USF's HSI goal.			

AC	050201	African-American/Black Studies	Bachelor - B		16	0	No	The Africana Studies faculty received feedback from Academic Advisors that pre-law students were an excellent group of students who might be interested in pursuing Africana Studes if some targeted marketing materials were created. The faculty have been exploring the potential to develop curriculum relevant to Africana and Legal Studies. The CAS has also analyzed data from the Office of Admissions indicating that there is a discrepancy between the rate of Admissions denials for our smallest programs versus our largest. Further investigation is warranted because the 15 smallest CAS programs correlate tightly with the fewest applications received, yet represent 11 of the 15 most denied applicant pools. There may be elements we don't know or have detailed in the data, but this apparent fact warrants more discussion and investigation to see if there are hidden issues in the admission process that are serving to hinder access and thereby degree productivity of already 'smaller' programs. Africana Studies needed to graduate 29 additional students over the last 5 years to be removed from this list. In the same timeframe, there were 41 applicants denied admission that had at least a 3.0 GPA. The program has a 29% yield rate for admitted applicants, which means exploring the applicant pool and developing yield strategies could improve degree productivity concerns.
AC	050207	Women's Studies	Bachelor - B	•	32	6	No	The CAS has analyzed data from the Office of Admissions indicating that there is a discrepancy between the rate of Admissions denials for our smallest programs versus our largest. Further investigation is warranted because the 15 smallest CAS programs correlate tightly with the fewest applications received, yet represent 11 of the 15 most denied applicant pools. There may be elements we don't know or have detailed in the data, but this apparent fact warrants more discussion and investigation to see if there are hidden issues in the admission process that are serving to hinder access and thereby degree productivity of already 'smaller' programs. Women's Studies needed to graduate 13 additional students over the last 5 years to be removed from this list. In the same timeframe, there were 65 applicants denied admission that had at least a 3.0 GPA. The program has the 3rd highest yield rate for admitted CAS applicants at 50%, which means exploring the applicant pool and developing yield strategies could resolve all degree productivity concerns.

AC	050207	Women's Studies	Master - M		19	10	No	Except for 2019-20, demand for the WGSS MA program has been strong; enrollments have otherwise remained consistent except for that one year, limited largely by the amount of financial support we can offer our students and when we can offer that support. We would be able to increase the number of students enrolled with a larger faculty and a higher level of funding for graduate assistants. The dip in enrollment during 2019-20 had no particular cause; we had somewhat fewer applicants and a lower percentage of our accepted students chose to come to USF. The WGSS financial package was weak that year, and the department has worked since then to make it more competitive (though it is still low considering the cost of living in Tampa). At present WGSS enjoys 11 master's students enrolled and anticipates 7 graduating in the 2024-25 academic year. Additionally, the WGSS graduate certificate program continues to be popular among doctoral and master's students inside and outside of the College of Arts and Sciences; however, the university has been unable to support the department with tracking data or even numbers of certificate graduates.
AC	090101	Speech Communication & Rhetoric	Master - M	•	21	8	No	The master's program has been kept intentionally small, as the majority of the department's resources are allocated to the much larger PhD program. Course offerings for both the MA and PhD programs overlap, and thus there are no unique costs associated with maintaining the MA program. The MA program also has been an important feeder program for the PhD. Enrollment has been steady, with 8-12 students per year, and 2-8 students graduate each year.
AC	090903	Advertising	Master - M		14	7	No	The Advertising master's program has awarded 14 degrees in five years. It began in 2018, therefore there were no graduates in 2019-2020. Six students would need to graduate next year to bring it up to the BOG threshold. Enrollment has been steady at around 7 students. The program faculty expect 3 additional student to graduate during Spring/Summer 2025 and an additional 4 during the 2025-2026 academic year. The faculty have developed a Bachelor's to Master's pathway that should amplify the number of graduates in a few years. The Department is also recruiting an Endowed Professor of Advertising position that should bring a boost in reputation to the program.

AC	160102	Linguistics	Doctoral - R	•	9	16	No	In spite of recent faculty turnover, Linguistics continues to be a strong doctoral program; students are publishing and finding jobs in their field. It recently had a very favorable academic program review. The elimination of the INTO program hurt Linguistics TA and internship opportunities. The difficulties in admitting Chinese students has also reduced growth of the degree. An innovative program has been created for Linguistics students to teach language to USF staff. Five degrees were awards in '23-'24, and enrollment is holding steady at around 16 students/yr.
AC	160901	French Language & Literature	Master - M	•	13	3	No	The discontinuation of Florida K-12 school raises for teachers with a Master's degree diminished the enrollment in the MS in French Language & Literature. The program does not show signs of recovery, as enrollment has gone from 9, to 6, to 3 in the last 3 years. World Languages plans to combine its French and Spanish MS degrees in order to create one robust MS program.
AC	260503	Medical Microbiology & Bacteriology	Master - M		14	4	No	This degree has consistently maintained a low level of enrollment (4-8 in any given year) over the past 5 years, but it serves as a positive exit pathway and outcome for students who are unable to successfully complete the Cell and Molecular Biology PhD program. Faculty and staff who support this program also support other Molecular Biosciences degrees and the popular BS in Microbiology, which graduated 125 students and enrolled 440 over the past 5 years. Thus, minimal extra resources are required for this program.
AC	270101	Mathematics, General	Master - M	0	24	4	Yes	The MS in General Mathematics program has awarded 24 degrees in five years, meeting the BOG threshold, but not the USF threshold. Enrollment has been decreasing steadily, from 19 to 4 over the past five years

AC	270304	Math: Computational & A	Bachelor - B		41	99	Yes	The Computational and Applied Math program is relatively new. The CAS has analyzed data from the Office of Admissions indicating that there is a discrepancy between the rate of admission denials for our smallest programs versus our largest. Further investigation is warranted because the 15 smallest CAS programs correlate tightly with the fewest applications received, yet represent 11 of the 15 most denied applicant pools. There may be elements we don't know or have detailed in the data, but this apparent fact warrants more discussion and investigation to see if there are hidden issues in the admission process that are serving to hinder access and thereby degree productivity of already 'smaller' programs. The Computational and Applied Math program needed to graduate only 4 additional students over the last 5 years to be removed from this list. In the same timeframe, there were 165 applicants denied admission that had at least a 3.0 GPA. The program has a 24% yield rate for admitted applicants, which means exploring the applicant pool and developing yield strategies could completely resolve degree productivity concerns.
AC	1300101	Biological & Physical Sciences	Bachelor - B	•	27	12	No	This Interdisciplinary Natural Science degree is administered by the Department of Chemistry. The degree serves as one pathway for students with strong disciplinary backgrounds to transition into teaching. The program has no courses or advising support unique to the program, using those from the various science departments. As such, the low number of students enrolled in this degree program does not present a cost burden for the university. Because the program offers a pathway for preparation of middle and high school science teachers, it is well worth maintaining.
AC	380101	Philosophy	Master - M	•	9	0	No	The philosophy graduate program is oriented toward doctoral students, some of whom earn their MA degree along the way toward the PhD. While a small number of terminal MA students are accepted, they are not funded. The MA program by itself uses no additional resources. Indeed, the MA curriculum overlaps that of the doctoral program. The program graduated 6 students in '23-'24.

AC	380201	Religion/Religious Studies	Bachelor - B		34	8	No	The Religious Studies faculty received feedback from students pursuing minors in their department that the Foreign Language Exit requirement was an obstacle for timely degree progression for adding a double major. As a result of this feedback, the Department has submitted an intent proposal to develop a BS in Religion for Health Professions. The CAS has also analyzed data from the Office of Admissions indicating that there is a discrepancy between the rate of Admissions denials for our smallest programs versus our largest. Further investigation is warranted because the 15 smallest CAS programs correlate tightly with the fewest applications received, yet represent 11 of the 15 most denied applicant pools. There may be elements we don't know or have detailed in the data, but this apparent fact warrants more discussion and investigation to see if there are hidden issues in the admission process that are serving to hinder access and thereby degree productivity of already 'smaller' programs. Religious studies needs to graduate only 11 additional students over the last 5 years to be removed from this list. In the same timeframe, there were 48 applicants denied admission that had at least a 3.0 GPA. The program has a 24% yield rate for admitted applicants, which means exploring the applicant pool and developing yield strategies could resolve degree productivity concerns.
AC	400501	Chemistry General	Master - M	•	21	1	No	Chemistry has a very large PhD program and does not generally admit students directly into the master's program. Rather, the master's program functions as a positive exit pathway and outcome for students who are not going to successfully complete the PhD program.
AC	400801	Physics, General	Master - M	0	20	3	No	Physics focuses on the PhD program and admits very few students directly into the MA program. Rather, the MA program functions as a positive exit pathway and outcome for students who are not going to successfully complete the PhD program.
AC	450601	Economics, General	Doctoral - R	0	11	19	Yes	The Economics PhD has 11 graduates in 5 years , with basically level enrollment. With 20 students currently enrolled, the department will continue to recover post-pandemic and remain above the BOG threshold.
AC	450701	Geography	Master - M	•	18	17	No	Enrollment in the Geography master's program is steadily increasing, almost doubling from 9 - 17 over 5 years, and graduating 5 students in '23-24. Recently hired faculty in the area of remote sensingan area of high student interest - should provide support for greater enrollment. Given the strong job prospects that this degree provides, student demand should continue to increase and along with it degree productivity well above BOG minimums of 4 per year.

AC	451101	Sociology	Master - M		21	10	No	Sociology currently has 10 total masters students as of fall 2024, with only 5 funded positions. As such, the majority of students are self-funded and often progress through the program part time. The program has consistent demand, admitting 10-13 students per year over the last three years and graduating 3-6 students per year during that same period. Six students graduated last year. In addition, the MA program courses largely overlap with those for the PhD program and thus do not require unique resources. Moreover, the MA program serves as a feeder for the PhD program. Sociology is working on a plan to convert the separate MA and PhD programs to a streamlined BA to Ph.D. program, with a Master's degree obtained between the BA and Ph.D.		
AC	451101	Sociology	Doctoral - R	•	14	23	No	Enrollment in the Sociology doctoral program has remained steady at around 20 students, and ticked upward in 2024 at 23 students. It has produced a mean 2.8 graduates per year over the past 5 years. Students whose progress was slowed by the COVID pandemic should be graduating in the next few years, bringing the numbers up. Furthermore, the department is searching for a new Assistant Professor in an area that should be popular with students, bringing an larger cohorts.		
AC	511005	Technology/Technologist	Bachelor - B	•	42	49	No	The number of internships at hospitals with medical technology degree accreditation limits the number of degrees granted per year to about 10. All those achieving degrees are employed in high value and high paying medical technology positions. The degree productivity is sustainable well above the BOG minimum of 30 over five years. If greater capacity could be developed, the applicant pool is sufficient to support growth beyond what is needed to resolve the degree productivity concerns.		
College of	College of Behavioral and Community Sciences									

ВС	301101	Gerontology	Bachelor - B		40	7	No	We have continued with many of the same strategies listed in 2023 for increasing enrollment in the Aging Sciences BS program. We came very close to replacing all 8 students who graduated in 2023-2024 by this fall (7 enrolled), and we expect this number to increase throughout the next year. We expect that our enrollment is going to increase because of continued efforts to market the program at USF events, at community colleges, and at state and national conferences. This year, we have spent additional time engaging with students on campus, in order to increase the visibility of the program. We are currently working on an articulation agreement with the Counseling and Human Services AS program at Hillsborough Community College, which will allow their students to transfer to Aging Sciences once they complete their AS degree. We are also collaborating with the Psychology and Nursing departments at USF to identify students who would be good candidates for changing their major to Aging Sciences. Finally, we are planning to offer a fully-online option for completing the Aging Sciences program (while also keeping the in-person option), in response to student demand for fully online degree programs. We came close to achieving the USF performance threshold of 45 degree completions, with 40 degrees completed in the past 5 years. We anticipate that our continued efforts to promote the Aging Sciences program will help us reach this goal.
вс	422814	Applied Behavior Analysis	Doctoral - R	-	14	18	No	We believe "there are no concerns even though the program has low productivity." Our doctoral program is designed to graduate students in 4 years, although some take longer. We only admit 3 to 5 students each year so graduating 14 students in 5 years is not unreasonable. We admitted 19 students from 2016 to 2020 and 15 of the 19 have graduated on time. Students admitted in 2021 and later are not expected to graduate until 2025 and beyond.

ВС	440701	Social Work	Doctoral - R		1	8	No	The School of Social Work PhD program began admitting students for the Fall of 2019 cohort, however by Spring 2021, all students in the first cohort left the program: COVID-19 was a major contributing factor. The remaining students are making great progress toward their degree. It is expected that 3 students will graduate in May 2025. Another student is expected to graduate in December 2025 and another student is expected to graduate in May 2026. There are three students in their required classes, and they are doing very well. While this program offers admission to 4-5 applicants each year, the cohort sizes have typically been between 1 to 2 students. The PhD program recently completed the required program review process, and the outside reviewer noted many strengths of the program. There are monthly virtual open houses, and our program sends out advertisements to our social media accounts throughout the admission cycle. To increase applications, we encourage faculty to reach out to their networks to help advertise the program, to increase funding opportunities for students by including tuition waivers and GRA positions in any grant submissions, and we are revising our curriculum to focus more on research knowledge and skills within the behavioral health arena, clarifying our program mission. We expect that as our graduates enter the academic field, our applications will grow. Furthermore, we also expect that as our open research faculty lines are filled, the opportunity to increase our cohort sizes will also occur.
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Muma Callago of Rusinoss	This year, we continued to focus on growing the Health Care Administration program, and we have been successful with increasing student enrollment in this program. Compared to Fall 2023 when we he 6 students, we now have 76 students in Fall 2024. This was achieved by continuing our extensive advertising and marketing strategies, as well a continued student outreach and collaboration with other departments and offices at USF (e.g., Admissions, Residential Education). We have all made updates to the curriculum that will attract more students - in particular, students now have the choice between completing a 9-credi internship, or completing a 3-credit internship and choosing two additional classes relevant to their career pathway. Our internship opportunities have motivated many students to choose the Health Care Administration major, and we remain the only State University System ment Bachelor - B 28 76 No No ministration major, and we remain the only State University System program that allows students to take the Nursing Home Administrator licensing exam after graduation. We now have additional faculty members working with the Internship Director to help secure additional internship sites for our new students. To sustain our enrollment numbe and continue growing, we plan to continue the recruitment strategies that have been most successful and have identified new opportunities, such as working with the Office of International Students. With 28 degrees awarded in the last 5 years, we expect that our increasing student enrollment will help us exceed the BOG's goal of 30 and meet USF's goal of 45 degrees awarded.
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College of Design, Art & Performance

DP	040401	Environmental Design/Architecture	Masters - M		25	5	Yes	Strengths of the M.U.C.D. Program The M.U.C.D. program continues to be relevant to the academic mission of the SACD while providing advanced coursework on design in the larger built environment. Closely related to the M.Arch. program, the M.U.C.D. program is currently being re-assessed within the context of the academic changes on the horizon for the SACD. As the School's Architecture program will be adding an undergraduate degree and retaining the current master's program, the SACD is assessing the potential for increased enrollment and resources (both financial and faculty) for the M.U.C.D. program. Other Strategies to Increase Enrollment As the SACD makes this transition, it will continue efforts to implement efforts outlined previously to attract new students to the M.U.C.D. program. The School will also take steps to market and promote the M.U.C.D. program in a broader manner - from within the SACD, throughout the southeast region and nationally. This includes launching a new web site, having greater online presence (with greater search priority for urban and community design programs), advertising in publications, promoting the academic focus of the program and the types or research conducted in the School, and promoting student involvement in urban design competitions. Most urban design programs at AAU and peer institutions have a large number of international students. While the M.U.C.D. program previously benefitted from the INTO USF program's ability to recruit international students, the SACD plans to pursue other avenues for attracting international students with the requisite undergraduate foundation in architecture and landscape architecture to study urban design here at USF. In addition to these measures, the M.U.C.D. program will begin to orient design studios and other elective courses towards a number of timely issues in urban and community design (e.g., housing, sustainability, resiliency, etc.) to broaden the program's appeal to potential students with interests in these areas.
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DP	1500703	Art History, Criticism and Conservation	Masters - M		29	13	No	With just one short in the last and current cycles (2019-2024, 2020-2025) we are confident that we can surpass the USF number with the strategic program changes in place and forthcoming School developments. Several strategic program changes are driving these increasing numbers and will result in even more robust future enrollments: Switch from a three- to two-year MA program; creation of an MA qualifying paper as alternative to the longer MA thesis; two application deadlines per year for the MA program - since 2021 we have offered fall admissions as well as spring and as this option becomes better known, we have seen a clear increase in applicants. We expect to admit several additional students to the MA program in fall 2024. Creation of an accelerated BA to MA program for high-achieving undergraduates. The proposed appointment of a full-time, tenure-track Contemporary Art Historian in Fall 2025 will certainly boost our application and graduation numbers. One of the great strengths of the USF art history program is our close association with the MFA studio program, with the Contemporary Art Museum, and with the contemporary art atelier Graphic studio. Appointment of a Contemporary Art Historian will greatly amplify these associations and will attract many more students. The MA in art history is a dynamic, growing degree program that serves a vital role in promoting art history students to professional success. Our students' achievements are featured at https://www.usf.edu/arts/art/academics/art-history/alumni.aspx.
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DP	500901	Music, General	Doctoral - R		10	14	No	The faculty will take the following actions to increase program completion. First, the faculty will promote an alternative, collection of articles format to fulfill the dissertation requirement in addition to the traditional chapters format. Both formats have been approved by the faculty. Second, the faculty will assess the program completion outcome of the revised program that took effect in Fall 2023. This outcome is not yet reflected in the current data. Third, despite various distractions in the students' lives due to family obligations, new professional appointments, and other personal commitments outside of the program, the faculty will encourage the current candidates to complete their proposal and final dissertation defense. Fourth, the faculty will recommend offering .50FTE instead of .25FTE assistantships to qualified applicants to ensure ample financial support through program completion. Fifth, in addition to the recent approved online option in the program, the faculty will offer an option for out-of-state students to complete coursework on campus but to conduct their dissertation research at a flexible location. Finally, the faculty would like to point out that the lower number in program completion is attributed to the fact that there is only one concentration (music education) in this music degree. The same degree program in other Florida institutions have multiple concentrations, therefore a higher number in program completion.
College	of Educati	ion						
EU	131213	Science, Technology, Engineering, and Mathematics (STEM) Educational Methods	Master - M	•	9	1	No	We have converted courses to online delivery format to reach potential participants from a wider geographical area and have made changes to the program to make it more attractive to K-12 teachers. We have incorporated these changes in delivery and scope into marketing and recruitment efforts. This program is part of the College's plan to increase emphasis and support for STEM programs across campuses.
EU	131311	Mathematics Teacher Education	Master - M	•	13	6	No	We are changing the CIP for this program and other secondary education programs to Secondary Education which would merge the Math, Science, and Social Science M.A.T. programs into a Secondary Education degree with separate majors.
EU	131316	Science Teacher Education/General Science Teacher Education	Bachelor - B	0	35	12	Yes	We are changing the CIP for this program and other secondary education programs to Secondary Education which would merge the Math, Science, and Social Science and English B.A. programs into a Secondary Education degree with separate majors.

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EU	131317	Social Science Teacher Education	Master - M	•	25	9	No	We are changing the CIP for this program and other secondary education programs to Secondary Education which would merge the Math, Science, and Social Science M.A.T. programs into a Secondary Education degree with separate majors.	
EU	131320	Trade and Industrial Teacher Education	Master - M	•	28	8	No	Recruitment at the Master's level continues to be a College priority with emphasis on fully online programs such as this one. Program faculty have developed a graduate certificate program which will provide a "feeder" for the Master's program. Additionally, faculty have been involved in course refreshment to enhance the program's quality and attractiveness.	
College of Nursing									
NR	513808	Nursing Science	Doctoral - D	0	14	23	Yes	The 1-point drop in target degree productivity can be attributed to both Program leadership transitions and change in the program curriculum, particularly the shift from the executive format to the current format; and likely COVID-19 effects.	