STUDENT DEVELOPMENT SERVICES
[SACS Criteria 5.5]

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Student Records
STUDENT DEVELOPMENT SERVICES [5.5]

Introduction

Division of Student Affairs

For SACS Self-study review purposes it is necessary and important to describe in general terms the scope of the Division of Student Affairs as it currently exists at the five campuses of the University of South Florida. University policies that guide the formulation of student development services are established centrally under the purview of the Vice President for Student Affairs or the Provost and apply to all campuses unless specifically modified to reflect regional needs. The University recognizes that differences in mission, constituency, and programs create distinctive environments on the several campuses. It delegates to regional campus leaders the authority to administer programs that are responsive to the needs of their constituents. For this reason, student development services at the University's regional campuses in Fort Myers, Lakeland, St. Petersburg, and Sarasota may differ from those on the Tampa campus. Each regional campus has developed an administrative structure, programs, and activities that are designed to meet the unique needs of its distinctive student population. For example, because most students enrolled at the Fort Myers, Lakeland, and St. Petersburg campuses are working professionals who attend school on a part-time basis, there has been little emphasis on the development of residence halls at these locations. USF Port Myers shares some support services and facilities with Edison Community College, which is located immediately adjacent to the USF facility, and some liaison services for USF Lakeland students are provided on the nearby Tampa campus. Regional campus student development programs and policies which differ from those on the Tampa campus are described in detail in the regional campus reports that follow, and a profile of student characteristics on each of the campuses is included in Exhibit 5.5-A.

It is worthwhile to mention that the University's efforts to improve and enhance the quality of student support service programs will have experienced a
significant external consultant review by KPMG Peat Marwick, prior to review by
the SACS Self-study Review Team. This review process represents a comprehensive
evaluation of student support services between November 1992 and March 1993.
Recommendations for change represent the potential for modification to the scope
and structure of the currently existing Tampa Campus Division of Student
Affairs.

Scope and Accountability [5.5.1]

Criterion:
Student development services are essential to the achievement of the
educational goals of the institution and should contribute to the cultural,
social, moral, intellectual and physical development of students. To ensure
effectiveness, goals for the student services program must be developed which
are consistent with the student's needs and the purposes of the institution.
Appropriate student development services must be provided for off-campus
programs.

The primary purpose of the Division of Student Affairs is to support the
educational mission of the University by providing direct services to students
and to foster campus environments which enhance the quality of the student
learning experience. Programs are designed to increase the knowledge, skills
and attitudes important for furthering personal development and effective
functioning within the University community and society in general.

In 1985, the Division embarked upon a significant strategic planning
process involving the establishment of five- to ten-year unit goals and
objectives. These efforts culminated in the production of a strategic planning
document, which served as a guide for future annual planning processes, subject
to periodic review and modification. As an integral part of the planning
process, various national reports on higher education were reviewed in
conjunction with USF academic college strategic plans and the national standards
devised by the Council for the Advancement of Standards for Student
Services/Development Programs. Initial plans for the Division of Student
Affairs focused on enhancing the student experience at the University of South
Florida. Further information about the strategic planning process and its
results may be found in the 1985-90 Strategic Plan (Exhibit 5.5-B).

A mission statement for the Division emanated from the 1985 planning
initiatives and was recently reviewed and validated in Fall 1992 for inclusion
in the September 1992, report of the USF Planning Commission, Shaping Our
Future. This mission statement is reproduced below:

The Division of Student Affairs is inseparably linked with the academic
mission of the University. In its broadest sense, the academic mission involves
learning which occurs both inside and outside the formal classroom, and which
enables a student to develop his or her unique qualities to the fullest extent
possible. In this regard, Student Affairs views learning as a comprehensive
phenomenon to include intellectual, personal, physical, social, cultural and
moral development.

Each organizational unit of the Division of Student Affairs provides a
unique contribution to learning within the University environment. Services and
activities provided by the Division are diversified, yet interdependent in their
contributions to the quality of student life at the University of South Florida.
Each student enrolled should have the opportunity, and the obligation as well, to become involved in the formal and informal learning processes inherent in the structure of the University. Student Affairs advocates such involvement as necessary to the learning and development of the total person.

Student Affairs embraces an attitude of care and concern for the needs and worth of individuals and groups involved in the learning process. Basic to this attitude is an abiding respect for individual and group differences. Personnel working with the Division are personally committed to the extension of themselves in the interest of students. The supportiveness is intended as a positive influence to assist students in achieving their human potential.

This statement of mission closely parallels the Planning Commission's "Statement of Institutional Purpose", which states that "The University generates and disseminates new insights, knowledge, forms of expression; it prepares students for their personal lives, professional careers, and contributions to society..." and "The University strives to provide an educationally challenging environment, within and beyond the classroom...[and] intellectual, cultural, health-related, and social services; to contribute to life-long learning opportunities; and to function as a catalyst for improvements within its immediate cultural, economic, and social context." (p. 3, USF Planning Commission Report - Shaping Our Future; September 1992). The programs and services provided by the Division of Student Affairs are integral to the realization of these important aspects of the University’s purpose.

With the 1985 strategic planning process serving as an important benchmark by articulating division/unit goals and objectives, an additional strategic planning process in 1988 served to refine and monitor these efforts. Goals and objectives were again established for a five-year period (1988-1993) with an attempt to define specific years for implementation and fiscal resources required. Due in part to significant two to five percent budget reductions experienced by the Division over the past three years, these plans have been modified on an annual and biennial basis. However, despite reduced resources and resulting modification of aspirations for the Division, planning processes continue as articulated in the 1992 Planning Commission Report.

The University of South Florida conducts an Off-Campus Term Program which ranks among the top 10% of similar programs throughout the nation. This program offers a wide variety of self-designed experiences for general education and elective academic credit. Students may become involved in social action projects, independent research/study, or internship projects anywhere in Florida, the United States, or the world. Students in good academic standing with a grade point average of at least 2.0 may participate any time during their undergraduate enrollment. Activities are designed by the student and supervised by faculty and program staff. The Off-Campus Term program also assists with providing undergraduate student exchange with universities in the U.S. and abroad. While specific student development services are not provided to students while they are away from campus, students remain in contact with faculty and program advisors who are available to assist students or provide referral information. In addition, staff are aware that students who are studying in an unfamiliar location may experience special stresses. For this reason, students are given information about these potential difficulties and are expected to keep journals which are discussed with their advisors. All of the University's student development services are available to students from other colleges or universities while they are enrolled at USF through the exchange program.
Analysis:

In addition to periodic assessment of Division/Unit goals and objectives through the planning processes described above, other evaluations are conducted to determine the general level of effectiveness of Student Affairs programs in contributing to the needs of students and the realization of the University's purpose. These efforts include an analysis completed by the Institutional Life and Culture Task Force as a portion of the USF Planning Commission; a longitudinal study of the student experience at USF conducted by the USF Resource Analysis and Planning Office/Student Tracking Committee; and the 1992 Master Plan Sub-Committee on Student Facilities Planning. Individual student affairs units also conduct program evaluations which are described in the unit reports that follow.

In Spring 1993, the University conducted a comprehensive survey of faculty, staff, and representative samples of students and alumni of all campuses. Responses to some items in the student and alumni surveys may reflect constituents' perceptions of the quality of specific student development programs, while responses to other items may provide an indication of their general satisfaction with their non-academic university experience. A number of questionnaire items addressed specific programs and services, including academic advising, career development, counseling, student activities, housing, financial aid, student health, and campus recreation. Responses to each of these items indicated that a majority of students and alumni (55-88%) believe that the services had been helpful and of high quality. The highest rates of agreement were observed for items pertaining to awareness of degree requirements, student activities, student health services, and campus recreation programs. Items with less than 70% agreement concerned information about transfer credits, career development, residence halls, and financial aid. These responses may indicate a need for improvement in these areas; however, the samples may have included a large number of students and alumni who had not used the service in question. Many unit-specific program evaluations include surveys of students who are familiar with the service and are addressed in the document. Results of these surveys are generally very positive and usually provide a basis for more specific recommendations for improvement. Unit-specific program evaluation methods and results are described in the individual area reports that follow; where applicable, these reports also present university-wide survey results in greater detail.

Among all students and alumni surveyed, an average of 95% indicated that their education at USF had enhanced their general intellectual and social development. Constituents also agreed that their education helped them become more well-rounded individuals (94%), gain understanding and respect for people (89%), and adapt to changing information and circumstances (93%). These highly favorable responses indicate that the University's student services have been successful in fostering a positive campus environment and contributing to all dimensions of students' growth and development.

The evaluations conducted by the Institutional Life and Culture Task Force, the Student Data Tracking Committee, and the Student Affairs Work Group led to a number of suggestions for continuing to expand and enhance student development programs and services on the USF campuses. These suggestions are summarized in Exhibit 5.5-C. Detailed reports emanating from the reviews conducted by the Student Data Tracking Committee and the Student Affairs Work Group are available for review in the Student Affairs Central Office, ADM 151. Recommendations from the Institutional Life and Task Force are included in
Shaping the Future (Exhibit 5.5-D).

Criterion:
The institution must clearly designate an administrative unit responsible for planning and implementing student development services. Appropriate policies and procedures for student development programs and services must be established. Student development services should be given organizational status commensurate with other administrative areas within the institution.

The University has historically recognized the importance of a "clearly designated unit responsible for planning and implementing student development services." At this time, a Vice President for Student Affairs and administrative staff located in the Administration Building are responsible for the overall planning and supervision of student affairs programs and services.

Each unit has a policies/procedures manual which is periodically updated for appropriateness and effectiveness. The most recent review occurred in Fall 1992, and was conducted by internal work groups within each unit. Current copies of the manuals are included in Exhibit 5.5-E.

Criterion:
These services must be staffed by individuals who have academic preparation and experience consistent with their assignments. In exceptional cases, outstanding professional experience and demonstrated competence may substitute for this academic preparation. Such exceptions must be justified by the institution on an individual basis.

Student Affairs staff have preparation and experience consistent with their positions and responsibilities. All staff are fully qualified, and most have an educational background at the master's level or above.

Job descriptions and vitae for incumbent administrators are included in SACS Exhibit 5.5-F. This exhibit also includes a matrix that presents the highest degree earned per position and race/gender representations for staff in each unit.

Criterion:
Student development services and programs must be evaluated as part of the institutional effectiveness process.

The Vice President for Student Affairs works with the Associate Vice President for Student Affairs/Dean of Students and the Associate Vice President for Residence Halls/Auxiliary Services to develop goals and objectives for the Division, monitor progress and achievements, and conduct personnel and program evaluations. Other evaluations of programs and services occur through unit-specific evaluation methods, internal and external auditing, outcomes assessment, and external accreditation reviews as follows:

1. Many evaluation methods are unique to each functional area of the Division. Most units have advisory committees which periodically review existing operations and develop plans for improvements. Other evaluative activities include needs assessment surveys, focus groups, and student evaluations of services. The individual area reports that follow reflect various evaluation methods and their results.

2. Periodic financial and management audits conducted by State and internal auditors represent an additional dimension to evaluation within the Division.
For example, the most recent of these audits involved student records policies and procedures in the Office of Financial Aid and business and food service operations at the University Center. Compliance with recommendations resulting from these audits is required and is reviewed at the Board of Regents level.

3. The Associate Vice President for Student Affairs/Dean of Students serves as the Division's representative to the University Outcomes Assessment Committee. As part of this process, each unit has been required to develop outcomes assessment plans that include unit goals, methods for assessing progress toward the goals, and expected results. Some of these plans have been implemented on a preliminary basis beginning in January 1993, but further revisions are needed before plans can be implemented across the Division. The Division's objective is to refine these plans to automate data collection and provide immediate feedback to units for timely implementation of potential improvements.

4. Periodic reviews of individual units are conducted by external agencies for purposes of accreditation/certification in appropriate professional areas. For example, the Counseling Center for Human Development, Student Health Services, and the Office of Financial Aid are most frequently subject to these reviews by external agencies. Details regarding accreditation procedures and status are presented in the individual area reports that follow.

5. As mentioned earlier in this section, the Peat Marwick consultant group has performed one of the most extensive evaluative reviews of Student Affairs operations to date. The USF Planning Commission Report of 1992 and the ongoing Student Tracking Survey represent additional, important evaluative processes for obtaining feedback regarding the effectiveness of Student Affairs programs and services.

Resources [5.5.2]

Criterion:

Human, physical, financial and equipment resources for student development services must be allocated on the basis of predetermined needs and must be adequate to support the goals of the institution. Staff loads and budgets should also reflect such goals. Staff development should be related to the goals of the student development program and should be designed to enhance staff competencies and awareness of current theory and practice in their areas.

Exhibit 5.5-G presents a current (1992/93) operating budget summary for the Division, including dollar amounts, number of positions, and sources of funding for the Division. The process utilized for determining needs and levels of allocation to unit programs and services varies with the nature of the funding source. However, regardless of source of funding, the Vice President for Student Affairs approves all operating budgets of the various units. The Associate Vice President for Student Affairs/Dean of Students functions as the Division's "budget officer" and serves on the University's Financial Operations Workgroup as the Division's representative.

The Education and General (E&G) portion of the Division's fiscal resources supports the Central Office of Student Affairs, the Office of Financial Aid, the Counseling Center for Human Development, and Campus Recreation administration and facilities maintenance. Each year, budget requests are submitted by Directors to the Associate Vice President for Student Affairs/Dean of Students.
for review. Recommended allocation levels are then submitted to the Vice President for Student Affairs for review and approval. With few exceptions, these state-appropriated funds historically have been appropriated according to the following priorities: first, Financial Aid; second, Counseling Center for Human Development; third, Campus Recreation; and fourth, Central Office operations. Currently, the $4,369,716 level of E&G support to the Division represents approximately 2.5 percent of the total for the University (excluding the Health Sciences portion).

Budget requests and allocations are closely tied to unit goals/objectives, and are modified according to the level of state-appropriated funds. Biennial budget requests submitted to the BOR and the State legislature include narrative consistent with stated goals/objectives for the Division. The portion of E&G monies allocated to the University for the Division is defined under the category of Student Support Services Component.

The Division's largest resource is in the category of auxiliary enterprises. In 1992-93, auxiliary funding for Student Affairs totalled $25,795,644, approximately 40% of the University's total auxiliary operating budget. The auxiliary operations of the Division include the University Center, the Student Health Services, Student Publications, and the entire unit of Housing/Auxiliary Services. All of these entities are supported by student fees, purchases for resale, contractual agreements, and other miscellaneous revenues that are self-generated. As with Education and General, all auxiliary budgets are submitted to the Vice President for Student Affairs for review and approval.

Construction, renovation, and expansion of facilities are primarily funded through the Capital Improvement Trust Fund Fee, which is included in student tuition charges. Revenues from this fee are released on a three- to five-year basis (as collections warrant) by the BOR and are used solely for student support buildings. For example, renovations of Residence Hall facilities are funded through the Capital Improvement Trust Fund. Identification of the best source of funding for construction of additional residence halls is currently a subject of discussion within the State University System of Florida.

The University Center, Student Publications, and Campus Recreation receive activity and service fees allocated by the USF-Tampa Campus Student Government Association. These allocations are reviewed by the Vice President for Student Affairs and approved by the President of the University through a process defined by Florida State Statute. Concession funds collected through campus vending operations are available to the Division on an annual basis and are primarily utilized for student event support in the University Center and Housing. Requests for these funds are submitted to the Vice President for Administrative Affairs for review and approval. The Office of Financial Aid receives a portion of its support from a state tuition/financial aid fee and administrative allowance fees associated with federal financial aid programs.

Staff development activities are provided on an annual basis, subject to the availability of funding. Annual staff retreats held at Chinsegut Hill (University Conference Facility) include the central office staff and director level positions. In addition, selected supervisory positions within the Division participate in annual programs sponsored by the University's Human Resource Development office on a rotating basis to improve their management/leadership/ supervisory skills. Individual units also hold periodic workshops and retreats on selected issues for training and awareness.
Personnel in the Student Health Services, the Counseling Center for Human Development, and the Office of Financial Aid must receive training on a periodic basis for certification purposes associated with their job responsibilities. Physicians, laboratory technicians, and nursing staff in the Student Health Services must receive continuing education credits of 40, 24, and 24 hours respectively within a two-year time frame. All licensed mental health professionals within the Counseling Center are required by law to attend continuing education workshops in order to renew their licenses on a biennial basis. For example, psychologists must receive 40 continuing education credits every two years. Staff in the Office of Financial Aid, especially those in financial aid evaluator positions, receive "new award year processing training," office review and verification training, and ACT workshop training on an annual basis. Many of the Division's units have recently received training in providing "Quality Customer Service" and compliance with the American Disabilities Act.

The Division's professional staff are heavily engaged in professional associations within and outside their units. Each unit holds regular staff meetings which frequently focus on understanding and training related to a particular issue or area of concern. Central office staff and director level staff meetings are held on a weekly basis or as needed.

Detailed summaries of the Division's staff development activities are presented in individual area reports and are on file for review within the individual units and the Associate Vice President for Student Affairs/Dean of Students office (Administration Building Room 151).

Analysis:

In general, the greatest needs for Education and General resources are acquisition of new positions, temporary staff, and operating capital outlay. Expense dollar support remains at an acceptable level, despite some decrements as a result of budget reductions occurring in the past three years. The loss of positions to the Division has been the most significant impact of the budget reductions.

Although certain predetermined needs for units supported by Education and General resources have been funded adequately, each unit experiences unmet needs which fall into the following general categories:

1. Financial Aid - additional staff and automation support
2. Counseling Center - additional career counselors, reading clinic automation, and training support for pre-doctoral intern program
3. Campus Recreation - more support for turf maintenance, professional staff to support new facilities, and equipment replacement
4. Central Office - additional staff support for the student disciplinary process and financial management of the Division.

In general, the student fee support for auxiliary operations is adequate, and increases in student fees have been supported by the students affected. Fee increases must occur through formal processes that require extensive review by the University and Board of Regents.
In support of its commitment to prepare students for their personal lives, professional careers, and contributions to society, the University of South Florida provides the organizational structure and resources necessary for promoting students' physical, social, cultural, and moral development. Qualified, competent staff provide a full range of programs and services that are designed to foster students' well-being and growth and create a positive learning environment. Ongoing needs assessments, strategic planning, and intensive program evaluation are designed to ensure that students derive the maximum benefit from student development services. Each organizational unit provides a distinctive contribution to the learning process and the quality of student life at the University. In the sections that follow, these contributions are discussed in detail, and results of unit program evaluation processes are presented, along with recommendations for further enhancing student development services at USF.

Programs and Services [5.5.3]

Academic Advising, Counseling, and Career Development [5.5.3.1]

Criterion:
Each institution must provide the organizational structure and resources necessary to conduct an effective program of academic advisement.

Center for Academic Advising

The Center for Academic Advising is the central advising office for undecided and undeclared students at the University of South Florida. The mission of the Center for Academic Advising is to promote the successful achievement of students' academic goals through comprehensive advising services. The Center's primary responsibility is to provide academic advising to undergraduate students, with a special emphasis on the needs of students entering the university for the first time.

Services provided to these undergraduate students include advisement regarding academic policies and programs, assistance in the selection of a major, administration of special programs for "at risk" or "underprepared" student populations, and special advisement for minority students. The staff prepares students for entrance into all limited access programs (e.g., Education, Engineering, Business, Nursing, Mass Communications, and Social Work), and evaluates and certifies all students seeking Associate of Arts degrees. By ensuring smooth and successful transitions for new students and students transferring among its programs, the Center supports the University's goal of "academic excellence".

The Center is staffed by one full-time coordinator, eight advisors (six full-time, one part-time, and one visiting), five peer advisors, one senior word processing operator, and one administrative assistant. All advisors hold masters degrees and four have completed coursework toward terminal degrees, including one advisor who has completed all course requirements for the Ph.D.

The Center for Academic Advising addresses its mission by planning, developing, and monitoring academic services in the Center. These services include (1) general advising, (2) advising at Orientation, (3) advising special populations, (4) monitoring State remediation and placement, (5) monitoring
College Level Academic Skills (CLAST) competencies, (6) counseling undeclared seniors, (7) certifying for the Associate of Arts degree, and (8) evaluating and distributing computerized advising reports. Additional information about each of these programs is presented in the complete Student Development Report.

Analysis:

The Center for Academic Advising achieves the mission assigned by the University and meets the standards for advising outlined by the National Academic Advising Association. The Center has received two national advising awards for outstanding programs in the area of advising. Awards were received in 1986 and 1991 by the Peer Advising Program and the Undeclared Senior Workshop, respectively. Four academic advisors have been recognized as outstanding advisors, and the coordinator received the President's Equal Opportunity Affirmative Action Award in 1990. In addition, student evaluations have indicated that all of the advisors are helpful and knowledgeable.

Suggestions for enhancing programs and services focus on acquisition of additional funding for advisors' professional development, new programs requested by students, and new computer equipment. This funding would also support the provision of additional services for the non-traditional student population (i.e., extension of hours beyond Monday-Friday, 8:00 a.m. to 5:00 p.m.) and facilitate increased communication of academic information between the colleges.

College Academic Advising

Advising for graduate students is highly specialized throughout the University and is usually conducted by each student's graduate advisor, who often serves as the student's mentor in addition to providing information and direction for the academic program. Because most graduate advising takes place within the context of a less formal mentoring relationship, the role of the colleges and departments in graduate advising is generally limited to record-keeping. The individualized attention given to graduate students reflects their status as apprentice scholars in their fields of study.

At the undergraduate level, each of the colleges has one or more coordinators of advising whose duties include keeping academic records for students with declared majors within the college, certifying students for graduation, conducting orientation, determining final transfer equivalences for courses within the college, and apprising the departmental advisors of university rules.

Other than these general academic record-keeping functions, the structure and methods for academic advising at USF vary greatly among colleges and departments. The central advising office in College of Arts and Sciences refers students to departmental advisors as soon as students declare a major, and does not provide advising to individual students. In the professional colleges of Business Administration, Education, Engineering, Medicine, Nursing, and Public Health, advising for newly admitted students is centralized, and students are referred to advisors after being admitted. Therefore, students use advising resources in the professional colleges during only part of their academic careers, while students' involvement with departmental advisors in the College of Arts and Sciences extends throughout the students' career in the College.

Each department handles advising in its own way, using procedures adapted
to its needs. In large departments with many majors, a professional advisor is assigned to provide advising for all majors. This individual may be a faculty member, a career service person, or a graduate student especially trained for these duties. In other departments, one or more faculty members engage in advising activities as part of their assigned duties. In the smallest departments, each member of the faculty may perform advising duties as part of his or her assignment. College advising offices offer training to departmental advisors and maintain advising manuals which are updated periodically. The departmental advisors provide written summaries of requirements for their majors, and most have written policies for student advising.

In each of these models, the central duty of the advisor is to help students in planning schedules that meet their needs and fulfill the requirements of the department, the college, and the University. The college or departmental advisors must assist students in formulating a reasonable timetable for graduation and in acquiring skills for further study and future employment. To adequately fulfill these responsibilities, the advisor must be familiar with college, departmental, and University requirements and policies. In addition, the advisor must understand the role of other student services at the University, such as the Center for Academic Advising, Career Resource Center, Community College Relations, Evaluation and Testing, Financial Aid, Counseling Center for Human Development, Honors Program, International Student Exchange, Off Campus Term Program, and ROTC. In many cases, the advisor is the student's primary contact with the University and thus bears the responsibility for referring students who need additional assistance.

Special advising services are provided to preprofessional students, disabled students, and minorities. Advising for students preparing to attend graduate programs in the Health Sciences is provided by the College of Arts and Sciences through the Health Professions Advising Office located in the Chemistry building. This office maintains a library of current catalogs and books on admission requirements for professional schools of medicine, osteopathic medicine, dentistry, optometry, podiatric medicine, and veterinary medicine. Advisors assist students with curriculum planning, preparation for admissions tests, and the application process. Students are also assisted with meeting admissions requirements for upper level programs in pharmacy, physical therapy, and physician assistant training. Advising for disabled and minority students is described in the section of this report entitled "Other Services."

Analysis:

A survey of college and departmental advising offices (Exhibit 5.5-H) was conducted in Spring 1993 to evaluate the structure and effectiveness of the University's college and departmental advising programs. Most colleges have a central advising office which provides information about University requirements and, in the professional schools, serves as a back-up for departmental advisors. These offices also maintain records for college majors, conduct training sessions for departmental advisors, and compile and update advising manuals. They are primarily staffed by professional advisors who are twelve-month employees. Each department designates one or more faculty members to serve as advisors; advising duties are often, but not always, included in the faculty member's assigned duties. Graduate students may assist faculty members in providing advising services. In addition, larger departments may have staff advisors hired specifically for advising duties. All colleges have advising manuals that are updated periodically. Departmental advisors provide written summaries of requirements for their majors, and most have written policies for
Currently, College of Arts and Sciences students are advised by faculty departmental advisors, who may be nine-month employees. Responses from departments within the College of Arts and Sciences indicated that the quality of advising in the summer could be improved by referring students to a fully-staffed central advising office if no departmental advisors were available. This model is used in the professional schools, where summer students are advised in a centralized college advising office by 12 month employees. In addition to enhancing the summer advising services, centralizing College of Arts and Sciences advising would allow the advisors to more efficiently utilize equipment resources, which would be located in a single area for use by all advising staff.

Responses to several items within the university-wide survey of students and alumni conducted in Spring 1993 indicated that students' perceptions of the quality of advising were strongly positive. For example, nearly 83% of current undergraduates and over 86% of graduate students responded positively to the statement, "I am aware of graduation requirements leading to my degree." To a survey item stating that "Academic advising services help me select courses which meet degree requirements", nearly 73% of undergraduates and about 65% of graduates responded positively, indicating that a majority of students found that academic advising services provided useful assistance with academic program planning. Because contact with advisors is not required, some students who disagreed with the statement may have been indicating that they did not consult an advisor. Therefore, responses to this statement may underestimate the quality of college advising at USF. To summarize, although both college and departmental advisors and students appear to be satisfied with college academic advising at USF, services could be further enhanced by expanding and/or centralizing summer advising in the College of Arts and Sciences.

Orientation Program

The mission of the Orientation Office is to assist all new students in making a successful transition to the physical, intellectual, social, and cultural environment of the University of South Florida. This mission is achieved through programs that familiarize students with educational and support services, assist them with academic advising and registration, and introduce them to the concepts of wellness and cultural diversity.

Orientation programs are designed to introduce students to university life and furnish the personal growth opportunities that are the foundation for a successful academic career. Orientation is provided to all new undergraduate freshmen and transfer students and former students returning (students who have not been enrolled for 3 semesters). The University Experience Course is designed to make the transition to university life easier for the first-time-in-college student. The two-credit course focuses on study skills, test taking, time management, library use, USF resources, and campus survival. The Week of Welcome includes social and educational activities and is designed to familiarize new students with the campus and community before classes begin. Services are provided to approximately 8,000 students per year.

Analysis:

The Orientation Office evaluates program effectiveness and student satisfaction through student evaluations and review by appropriate
administrators and committees. Student evaluations (Exhibit 5.5-I) are completed by all participants in the "First Time In College" program prior to registering for classes on the last day of the program. These are placed in the participants' packets and turned in to the Orientation Student Leader at registration.

A total of 1,326 new students returned the orientation evaluation in Fall 1992. Forty-nine percent rated the overall orientation program as excellent, forty-one percent rated the program as good, four percent rated the program as fair, and less than one percent rated the program as poor. Overwhelmingly, the students felt that the academic advisors were quite knowledgeable about their areas. However, students indicated that the student services panel was dry and uninteresting, and that they would have preferred more activities. Based on these responses, the Orientation Executive Advisory Committee recommended that a festive fair-type program be adopted, with representatives from student service areas and student organizations available to answer questions and hand out information. Students were also concerned because none of the food service areas were open during the day on Sundays. Therefore, beginning in 1993, the University Center will open Sweet Sensations and the Information Desk each Sunday when an orientation session is offered. In addition, the evaluations for the first-time-in-college students and their parents were re-designed to improve clarity. Additional information about evaluation results is included in Exhibit 5.5-J.

Based on these and other reviews, the Executive Advisory Committee recommended that the student staff be increased by two to 20 leaders in order to better serve the new students. Smaller orientation groups will be formed to allow more personal attention from the leaders. Because several comments were made about the length and organization of the first day's program, activities have been restructured on this day to include more breaks and more interaction with student leaders.

In the future, program effectiveness will also be evaluated by monitoring retention rates during the first semester of the second year. It is expected that retention of "First Time In College" students and transfer students will be higher from their first to second year in college.

Suggestions for further enhancing the quality of USF's Orientation programs focus on acquisition of additional resources, including an assistant director of orientation, a full-time support staff position, year-round separate office space for new students to visit throughout the year, and priority over other programs (except classes) in scheduling classrooms for academic advising. These changes would provide additional physical resources and staff hours that will allow the Orientation Office to increase its effectiveness in promoting retention and satisfaction among new students who are making the transition to the university environment.

Criterion:
Each institution should also provide personal counseling services for students as well as a career development program. An effective career development program should include career information and planning, placement services, career counseling, testing services, and follow-up activities. There should be clearly specified policies regarding the use of career development services by students, alumni, and employers.

Counseling Center for Human Development
The mission of the Counseling Center is to enhance the intellectual, social, and emotional functioning of students through direct services, training, teaching, preventive education, and contributions to the human service professions. The Counseling Center offers individual and group personal counseling services and provides several important components of the University's comprehensive career development program.

The Counseling Center addresses its mission of alleviating problems and enhancing student functioning in three general areas: (1) direct services to students, (2) consultation and professional development, and (3) programs for special populations. Each of these areas comprises several distinct programs and services which are described in greater detail in the complete report of the Student Development Committee.

Direct services to students include personal counseling, career planning, and academic skill enhancement services, which are supported by a psychoeducational testing program, a client resource room, and a career information library. Personal counseling services are designed to enhance the adjustment of students who are experiencing stresses that interfere with personal growth and academic functioning. Services are aimed at the early detection and treatment of mental health problems through crisis intervention, psychological assessment, individual, couple, group counseling and psychotherapy, and psychiatric consultation.

Career counseling assists students with making informed career decisions that are consistent with individual abilities, interests, personality, values, and marketplace variables. To help students prepare for career placement through the Career Resource Center, the Counseling Center provides career information and counseling, career planning, and career testing and interpretation. A major emphasis is given to the development of realistic educational and career goals through greater self-understanding, realistic decision-making, and effective problem solving.

Academic skill enhancement services seek to improve students' ability to study effectively by identifying problem areas and providing course instruction, workshops, individualized programs, and a comprehensive reading laboratory for tutoring and skill development exercises. Testing services enhance the effectiveness of professional services by providing objective information about students. Tests of abilities, aptitudes, personality, interests, reading comprehension, and study skills are administered, scored, and interpreted within the Counseling Center. Results are incorporated into the counseling process to improve assessment and intervention.

Consultation and professional development includes ongoing liaison relationships with several other areas within the University; internship, practicum, and paraprofessional training programs; continuing education; and research.

The Counseling Center also offers several distinctive programs that address the unique needs of special populations within the University. These programs include the Center for Addiction and Substance Abuse, the Employee Assistance Program, Vocational Rehabilitation, Veterans Services, and the Learning Disability Evaluation Program.

Analysis:
The Counseling Center's mission and services reflect professional standards for providers of psychological services and training programs in professional psychology, which include requirements for regular, thorough program evaluations. Programs and services are reviewed in site visits by university counseling center professionals as part of the re-accreditation process conducted by the International Association of Counseling Services (IACS), through which the Counseling Center has been accredited for the past two decades. Results of IACS evaluations are provided to Counseling Center administrators to assist with maintaining high-quality programs and services. In addition, the Counseling Center's internship training program is reviewed annually by the American Psychological Association (APA), through which it has been accredited since 1983. Details related to the Center's professional accreditation, utilization statistics, and other evaluative activities are provided in the complete Student Development report (Exhibit 5.5-K).

Results of a survey of client satisfaction that was conducted in Spring 1992 represented the responses of 98 personal, career, and academic counseling clients. The majority of clients surveyed (71%) were female, and all ethnic minorities were represented. On a scale of 1 to 4, where 1 represents "not at all" and 4 represents "very much", clients rated Counseling Center professionals as friendly, likeable, warm, and helpful (average of 3.65); experienced, expert, prepared, and skillful (average of 3.55); and honest, reliable, sincere, and trustworthy (average of 3.75). Clients also indicated that the Counseling Center responded to their needs and provided quality services (average of 3.6) and that the Center had helped them and had met their expectations regarding services (average of 3.5). These results indicate that Counseling Center clients perceive staff as skillful professionals who demonstrate a sincere interest in their concerns, and that they believe Counseling Center services are appropriate to their needs and genuinely helpful in resolving the problems for which they sought assistance. The Employee Assistance Program also conducts periodic surveys of client satisfaction with services. Results of the most recent survey indicated that 83% of clients believed that the EAP met all sixteen of its internal requirements for effective service delivery.

Results of internal and external program evaluations indicate that the Counseling Center provides a broad range of high quality services to its constituents, including personal counseling services and a career development program that involves career information and planning, career counseling, testing services, and follow-up activities. The Center also supports other student development services and academic programs through consultation, training, and research. There are clearly specified policies regarding the provision and use of services. Services are utilized by a growing number of students and employees, and both groups report a high level of satisfaction with services. Results of external reviews by professional accrediting agencies reflect a very positive evaluation of the Center's effectiveness in meeting professional guidelines for training and service delivery.

To respond to institutional and professional trends, emphasize educational and preventive activities, and increase the diversity of services offered and populations served, the Counseling Center has developed several long-term objectives. These focus on augmenting staff resources, expanding career counseling services, and implementing wellness programming. Accomplishment of these goals will help ensure that Counseling Center programs reflect the changing composition and needs of the university community and continue to enhance the intellectual, social, and emotional functioning of USF's students, faculty, and staff.
Adding professional staff and trainees in the areas of direct services, learning disability testing, and veterans services will allow the Counseling Center to comply with professional standards regarding staff/student ratios, increase outreach activities and wellness activities for students and employees, and further expand programs for underserved groups. Acquiring additional staff would also enhance the effectiveness of both general and training program administration by allowing the separation of Associate Director and Director of Training roles.

Acquisition of additional staff will also allow the Center to more fully develop its career counseling program. Specific recommendations for this area include hiring three additional career counselors, a career librarian, a vocational consultant, and an assistant director of career development services. Other career counseling goals include increasing the Counseling Center's interdependence with the Career Resource Center and expanding research efforts.

Construction of a comprehensive Wellness Center would integrate current counseling and student health programs and provide extensive outreach and educational services. A comprehensive wellness center would facilitate the integration and timely delivery of preventive and treatment services and enhance individual quality of life and organizational effectiveness.

Career Resource Center

The mission of the Career Resource Center is to provide services designed to prepare students for professional careers. The Center accomplishes its mission through university-wide implementation of career development programs in four areas: career planning, senior placement, cooperative education for students, and selected placement services for alumni. The Center assists students with career planning by providing individual advising sessions and group sessions on employability skills, maintaining a library of employer and career related information, and conducting career fairs and expos. Placement Services provides on-campus recruiting programs, a job data bank, a resume referral service, and a variety of career fairs. The Cooperative Education Program offers students an opportunity to gain professional work experience related to their academic majors by working in salaried positions with various businesses and government agencies. Registered alumni are also served through access to the Centers' job data bank, resume referral service, and career library.

A variety of career planning and placement services are provided to all USF students. These include career advising, employability skills training, on-campus recruiting, job data bank, resume referral to employers, videotapes and other reference materials, and career days. Additional details are presented in the Student Development Committee's complete report. Services available to alumni registered with the Career Resource Center are similar to those provide to enrolled students. Career counseling and testing are provided in the Counseling Center for Human Development, located in an adjacent suite.

Analysis:

In an extensive survey of students and alumni conducted in Spring 1993, a majority of undergraduate students, graduate students, and alumni agreed with the statement "Career Development Services met my needs" (approximately 66%, 52%, and 55%, respectively). Other surveys related to specific services conducted by the Center indicate very strong support for the services (ratings
average about 4.5 on a 5.0 scale). Details are provided in the complete Student Development Committee report.

The large volume of student contacts and the favorable responses of students and employers to Career Resource Center surveys indicate that within the capabilities dictated by the assigned personnel and budget allocations, the Career Resource Center is meeting the obligations specified in its assigned mission and is providing useful, high-quality services to its constituents. Acquisition of additional resources could further enhance the Center's services. For example, the additional personnel and funding described below would allow the Center to expand services to students and keep up with the technical state of the art in career planning, placement and college recruiting.

First, creation of a job developer position would provide continuous contact with prospective employers, thus increasing the employer base for graduating seniors, alumni and the Cooperative Education Program. A computer programmer would allow the Center to automate tasks related to information gathering and dissemination, streamline record keeping and administration, student registration and resume preparation, and maintaining compatibility with business, industry and government recruiting practices and procedures. Automation of procedures will alleviate the administrative workload and maximize the effectiveness of the Center's staff. Automation could also include development of a computerized resume system which would allow students to input and electronically transmit resume data. By removing routine tasks from the coordinators, automation of services will increase efficiency and effectiveness in serving an increasing student population. The computer operator would also maintain the Center's extensive computer system, assist students with inputting data, and handle computer-related problems.

Addition of a cooperative education coordinator would allow the Center to implement a parallel cooperative education program which will greatly increase the number of employers and students in the program. The coordinator would work with those additional students, employers and appropriate university faculty and staff. The addition of a cooperative education coordinator and a parallel Co-op program would increase the number of student placements by 150 to 200 students. Finally, a half-time support staff position would assist in the administration of the employer and career library.

An increase in operating budget would allow the Center to purchase additional career materials for students. Resource books, pamphlets, career planning literature subscriptions, videos on career matters such as interviewing techniques, resume writing, and career search strategies are effective components of the Center's programs. Budget increases would also provide additional funding for travel to professional conferences, which provide staff with opportunities to learn about innovations, and network with representatives from education, business, industry, and government who attend these conferences.

Acquisition of the resources described above would allow the Center to better serve USF students and alumni by:

1. Increasing the number and variety of employers who hire USF students in both the permanent job market and Cooperative Education Programs.

2. Enabling the Career Resource Center to automate services to a greater extent, which in turn will allow more time for advising and conducting special events such as job fairs and expos, and special presentations by business and government leaders. Automation will also allow the Center to articulate with
employers' recruiting systems through transmission of resumes and other information.

3. Allowing the Center to provide more and better career planning information to students by educating staff through conferences and training sessions. This will keep staff abreast of new methods and procedures and develop valuable contacts among employers and career planning practitioners.

Student Government, Student Activities, and Publications (5.5.3.2)

Criterion:
The institution must develop a statement of the student's role and participation in institutional decision-making. The institution should have an activities program appropriate to its purpose and encompassing a wide range of student interests. If the institution has such a program, it must develop policies and procedures governing the supervisory role of the institution over student activities. Student Publications can contribute to the establishment and maintenance of an atmosphere of responsible discussion. When student publications and other media exist the institution must provide a clearly written statement of the institution's responsibilities regarding student publications.

Student Government

The Student Government Association at the University of South Florida was created in order to promote a better understanding and appreciation of the ideals of democracy, comradeship and freedom. The major objectives of Student Government are to represent the entire student body, to provide members with opportunities for personal growth and development of leadership skills, and to allocate resources equitably.

The USF Student Government is charged with serving and protecting all students under a united organization consisting of three branches of government and five agencies. Each of these branches provides students with opportunities to participate in institutional decision-making, according to policies promulgated in the Constitution of the Student Body of the University of South Florida (Exhibit 5.5-K). For example, the Student Government President is responsible for recommending students for appointment to university-wide councils, committees, and boards (Article II, Section V). The Student Government Senate is charged with approving and allocating student government's activity and service fee budget (Article III, Section XI) and with establishing means through which the student body can actively participate in the formulation of policies which affect them (Article III, Section XV). All students may vote in general and special elections of Student Government, and any student may call for a university-wide referendum or a recall election, provided that a petition is signed by at least 10% of the student body (Article I, Section III). In addition to the formal policies provided by the Constitution, Student Government is supervised by the Associate Dean for Student Affairs. Traditionally, the administration has sought to provide Student Government with a high degree of autonomy within a policy framework that allows for quick and decisive intervention in cases of conflict.

Programs and services include the following: SG Computer Services (free computer access), SG SoberRide (rides for students under the influence), SG Safe Team (escort service), SG Legal Aid (free legal advice from attorneys), SG Off-Campus Housing, and SG Infoquest (surveys and textbook exchanges, lost key
locator, and the like).

Analysis:

As described above, Student Government provides USF students with opportunities to participate in institutional decision-making through numerous paid and volunteer positions in its three branches. Students also develop leadership and administrative skills through participation in Student Government agencies, which provide valuable services to the university community in addition to furnishing opportunities for student development. These activities are regulated by policies stated in the Student Government Constitution, and are closely supervised by the Associate Dean for Student Affairs.

Student Government continually conducts surveys through the Oracle, the student newspaper, and feedback from these informal surveys is used to make programmatic decisions. The annual election process also provides students with an opportunity to assess their representatives. Average voter turnout for a SG election is approximately 10%. In addition, Student Government and several of its agencies have recently undergone an internal audit to evaluate the organization and its services and generate recommendations.

To address concerns identified in the audit and allow for more effective use of program resources, the Student Government Productions Agency was disbanded and replaced with a Campus Activity Board. In addition, training of new officers will be enhanced by inclusion of a training videotape which will be required viewing for all newly appointed or elected officers.

Suggestions for additional changes include the implementation of comprehensive training and development programs to help ensure that student governance is an educational and enriching experience for all students involved and that advising and training provide students with the knowledge and skills to act independently, resolve conflicts effectively, and ethically and effectively meet the challenges of their jobs. Other suggestions include the designation of a primary advisor to student government who will serve as a student advocate and hiring of a full-time business manager to work with the SG Comptroller to ensure that business transactions of Student Government comply with state guidelines.

Student Publications

The role of Student Publications at the University of South Florida is based on a recognition of the critical importance of freedom of speech in an open society and the merits of combining a liberal arts foundation with technical experiential education. Through publication of the student newspaper, The Oracle, the student literary magazine, Omnibus, and a variety of other publications, Student Publications provides the campus community with information, entertainment, and a forum for dialogue. The Oracle serves as the primary source of daily news, opinion, and entertainment for the University of South Florida community, and each semester's publication of Omnibus provides a forum for literary and artistic expression. The Oracle "What's Happening" column provides students with a listing of upcoming events, including student organization activities, lectures, workshops, and seminars offered by academic departments or student service units. In addition, Student Publications offers experiential educational opportunities to dozens of students each semester.

It is the responsibility of the institution to support the Oracle's efforts to both educate students and inform its various constituents. Through
the Division of Student Affairs and the University's President, who acts as publisher, the University provides both financial resources (through student activity fees) and moral support of the paper's first amendment rights. A written statement regarding the relationship of student publications to the University is included in the Student Publications Policy and Procedure Manual (Exhibit 5.5-E).

Analysis:

The consistently high volume of revenue and number of issues printed indicate that the Oracle has been successful in addressing the needs and preferences of both readers and advertisers. In addition, the newspaper has won several national awards for student publications, including Best College Daily in the Nation (1990); and Best College Daily, Region 3 (1989, 1990, 1991).

The quality of the Oracle could be further enhanced by conducting a comprehensive readership survey to obtain information about characteristics and interests of readers, which sections of the paper are read most often, and subjects readers would like the paper to discuss. Results of the survey would provide insight into students' perceptions of the strengths and weaknesses of the Oracle, thus forming the basis for future recommendations.

Student Activities: University Center

Located in the heart of the University of South Florida's Tampa campus, the University Center has served as the center of campus life for over 25 years. Through diverse programming, services and facilities, the UC offers students, faculty, staff, and alumni a sense of community. By supporting educational life and by serving as a unifying force on the campus, the University Center seeks to foster knowledge and understanding within its community. Facilities are open twenty-four hours daily and include dining areas, an information desk and ticket center, a games room and televisions, an art gallery, arts and crafts studios, a computer center, meeting rooms, administrative offices, a travel agency, a bike repair shop, lounge areas, and a faculty and staff dining room and lounge. The reservations office is responsible for scheduling all meetings, events, and equipment requests for the University Center and Special Events Center. Administrative offices include the Director's Office, Office of Student Organizations and Leadership Development, Campus Programs, International Student Center, Marketing and Operations. In addition, Student Government is housed in the building, and several spaces are leased to service providers for the campus community. The Offices of Student Organizations and Leadership Development, and Campus Programs provide resources and leadership for Student Activity at the University. The University Center operates its own marketing and graphics department, business office and food service, and has its own staff for audiovisual, event set-up, maintenance, and custodial services.

The University Center operates within the Student Affairs division of the University, and its Director reports to the Associate Vice President for Student Affairs. Funding is provided through an auxiliary budget of over four million dollars, half of which is derived from activity and service fees, and half is generated income. The University Center and attached Special Events Center encompass nearly 160,000 square feet of office, operations, storage, and public access space. The University Center employs thirty-four full time and seventy-five part-time staff members.

The University Center fulfills its mission as the center of campus life at
USF by providing 1) programs and activities 2) services to student groups 3) services to individual students 4) programs for special populations 5) meeting rooms, facilities and support services. Each of these areas comprises several distinct programs and services which are described in greater detail in complete report of the Student Development Committee.

Analysis:

The University Center's mission, facilities, and services reflect typical standards for college unions across the country. The foundation for today's University Center was established after a full-scale needs assessment review, incorporating feedback from students, faculty and staff. The Center's programs, services and facilities are reviewed throughout each semester through formal and informal means. All Center departments and tenants complete bi-annual usage reports, documenting such facts as attendance, traffic, sales, and usage. Monthly income reports documenting all income and illustrating comparisons to prior year weekly and prior year to date are distributed to Center managers. Periodic student surveys document students' satisfaction, needs, and awareness of programs and services. The Center conducted a comprehensive analysis of student programming during summer and fall, 1992. Included was a summer focus group of students who provided feedback used in developing two follow-up surveys conducted in the fall. Results showed that 84 percent of the students surveyed were satisfied with on-campus programming and events for Fall 1992. Beginning in Spring 1993, an extensive needs assessment for all Center departments, services, programs, and facilities took place, with results in April 1993. This was the first comprehensive assessment conducted since the Center's renovation in 1989. Several other evaluation methods used by the University Center are described in the complete Student Development report.

In addition to the five-year construction plan, several other modifications have been proposed to further expand and improve UC programs and services. They include:

1. Expand facilities to include a food court, movie theater, and lounge meeting room space,
2. Plan programs and activities that include the Martin Luther King Plaza as an extension of the UC,
3. Develop a procedure for review and revision or termination of activities and programs that no longer meet the needs of students, faculty, and staff, and
4. Ensure that sources for funding reflect the nature of the program or service funded. If a service or program primarily serves the needs of students, A&S funds should be allocated to that program; if it primarily serves the needs of the state, E&G funds are a more appropriate source.

Student Activities: Student Academic Organizations

The University of South Florida is committed to the concept of total student development - intellectual, social, physical, emotional, and moral. As stated in the University of South Florida Undergraduate Catalog, the curricular, co-curricular, and extracurricular programs of the University are designed to achieve this end and are presented to offer USF students a wide variety of
beliefs, opinions, and ideas in an atmosphere of openness where all views may be aired. College and departmental societies, professional societies, and other academic organizations form a unique part of this mission in contributing to the intellectual, social, and professional development of students. Among the ways in which these organizations complement the instructional activities of colleges and departments are the following:

- They promote scholarship by recognizing noteworthy accomplishments within the student body,
- They enhance the knowledge gained in formal coursework by providing co-curricular opportunities for students to apply and integrate their knowledge,
- They introduce students to professional opportunities within the discipline,
- They provide a social setting in which students with similar interests may meet and communicate their involvement in learning.
- They engage students in the activities of local, state, or national professional organizations, thus expanding their involvement beyond the campus, and
- They serve as a bridge between the academic world and the world of work.

Student academic organizations include honorary societies, academic clubs, and chapters of professional associations. These organizations often play a significant role in the college or department's academic and professional mission. For example, Tau Beta Pi, the honor society of the College of Engineering, receives major support from the College for activities and scholarships. Honor societies also have a growing role in the College of Arts and Sciences, where a college-wide honor society has recently been established as the successor to one which existed in the former College of Arts and Letters. Pi Gamma Mu, a college-wide honor society in the former College of Social and Behavioral Sciences, is another important College of Arts and Sciences honorary. Additional student academic organizations are listed in Exhibit 5.5-M.

Analysis:

Results of a recent survey of college and departmental advisors underscored the scope and value of student academic organizations at USF. All departments had at least one student academic organization affiliated with the department, in addition to college-wide organizations for all majors. These organizations included honorary societies, student chapters of professional associations, and academic clubs. In addition to providing a forum for informal interaction among students with similar academic interests, they contribute to students' professional and academic development by sponsoring events and scholarships and funding students' travel to professional meetings.

Sources of funding for these organizations and activities varied among units. Most resources were provided through membership dues and activity and service fees allocated by Student Government. Although some funds were supplied through departments or grants from the colleges, most departmental support was indirect, in the form of office space and use of equipment and clerical support. All organizations had faculty advisors, who usually serve in this capacity on a
voluntary basis, in addition to required duties. However, in some of the larger departments, advising to student organizations is an assigned service duty.

The University could further enhance the important contributions of student academic organizations to students' professional and academic development by strengthening its commitment to recognizing the importance of student organizations as a vital part of the educational process. Through additional funding and increased recognition of faculty advisors' services, departments should be encouraged in their efforts to foster the participation of students in organizations such as honoraries and clubs, and in community, state, and national professional activities of the department or college. Such participation, while voluntary, forms an integral part of students' intellectual, social, and professional development.

Student Behavior [5.5.3.3]

Criterion:

The institution must publish a statement of student rights and responsibilities. The statement must be made available to the campus community. All of the following must be clearly defined and broadly distributed: (1) the jurisdiction of judicial bodies (administrative, faculty, and student), (2) the disciplinary responsibilities of institution officials, and (3) all disciplinary procedures.

The University of South Florida maintains a statement of student rights and responsibilities that includes a description of the process used to adjudicate incidents of alleged student misconduct. The Vice President for Student Affairs is the university official responsible for maintaining, modifying, and implementing policies regarding student behavior. Student discipline is administered by the Student Affairs Disciplinary Officer, who reports directly to the Associate Vice President for Student Affairs/Dean of Students; Administrative Hearing officers appointed by the Disciplinary Officer; and the University Disciplinary Board. The Disciplinary Board is composed of three students selected at random from a bank of students nominated by each College Student Council, and three faculty and staff members nominated by the faculty senate, A&P Council, and USPS Senate. Duties and responsibilities of the individuals and organizations charged with regulating student behavior are delineated within the statement of rights and responsibilities.

The University's statement of student rights and responsibilities is presented as the "Student Disciplinary Rule" in the USF Student Handbook (Exhibit 5.5-N), which is published annually. Copies of the Student Handbook are distributed to students at orientation sessions and during registration and University Experience classes. Copies of the handbook are also available at the University Center, Bookstore, and Residence Halls. In addition to the written information provided in the handbook, the University Student Advocate provides advising to students concerning university policies and student rights and responsibilities. The Student Advocate reports directly to the Vice President for Student Affairs and maintains an office in the Student Affairs suite (ADM 151).

The disciplinary rule indicates that students are responsible for compliance with both public laws and university rules and regulations. Students accused of crime can be prosecuted under Florida criminal laws and also disciplined by the University, even if criminal justice authorities choose not to prosecute. Persistence in any of these activities after an order to cease
and desist such activity has been given by the President or a designee may
result in immediate suspension pending an emergency hearing. Other sanctions
that may be imposed in response to violations of student conduct codes include
expulsion, probation, written reprimand, restitution, restrictions on
privileges, activities, or financial aid; and required participation in
community service, educational programs, or counseling. Each of these sanctions
is defined and described in the handbook. In addition to outlining the student
conduct code and the sanctions that may be imposed for violations, the USF
Student Handbook presents procedures for disposition of charges involving
alleged violations of the code.

Separate procedures exist for student discipline in instances of academic
dishonesty and disruption of academic process. Disruption of the classroom or
teaching environment is also unacceptable. These offenses are defined in the
USF Student Handbook, and specific procedures for handling alleged violations of
academic process are described.

Specific procedures governing academic grievances have been designed in
each college and are maintained by the dean or coordinator of advising.
Academic grievance is considered to include any student complaint regarding
instruction, grading, advising, or classroom activity that adversely affects a
student's performance or participation in the University's courses or academic
programs. If an academic grievance cannot be resolved by meetings among the
student, instructor, and department chair, it may be referred to the Academic
Grievance Committee for a final decision.

University policies concerning equal opportunity; harassment based on
race, sex, sexual orientation, or other personal qualities; and sexual battery
are also presented in the Student Handbook. Procedures for filing grievances;
victims' rights; and resources for victims of discrimination, harassment, or
battery are included in the handbook and in other University documents such as
the Equal Opportunity Handbook. Violations are disciplined in accordance with
State laws, collective bargaining agreements, and the student disciplinary rule.

USF has established additional policies and disciplinary procedures for
cases involving the illegal use of alcohol and other controlled substances.
Violation of federal, state, and local laws regarding possession, use, or
distribution of illegal drugs, and sales of alcohol to individuals younger than
twenty-one years of age are reason for disciplinary sanctions up to and
including expulsion or termination. In addition, the University has established
an Alcoholic Beverage Policy that provides guidelines for the sale and
consumption of alcoholic beverages on the campus.

Analysis:

The current Student Disciplinary Rule is the product of recent evaluation
and revision. Triggered by questions that were raised as a result of one case
of alleged student misconduct, an extensive review of student disciplinary
records was initiated by the Associate Vice President for Student Affairs. This
review comprised five academic years and over 500 student case files. In
addition, a task force appointed by the President was charged with reviewing
these records and evaluating the Student Disciplinary Rule, which includes both
the Student Conduct Code and the adjudication process.

At the conclusion of the review, the Associate Vice President for Student
Affairs appointed a university-wide committee to review the Student Disciplinary
Rule and provide recommendations to the Vice President. This committee took into consideration suggestions provided by the President's task force and the Board of Regents' Review Committee, but it did not limit its review to those points. The committee scrutinized the entire code, its wording, its intended meaning and use, and its applicability. In addition, the committee broadened the scope of offenses addressed by the code by specifically addressing sexual misconduct, sexual battery, and victims' rights. The proposed additions and revisions were approved by the Vice President and submitted to the Board of Regents for promulgation during Summer 1992.

Although this special evaluation represented a unique response to exceptional circumstances, the Disciplinary Rule stipulates that it be reviewed periodically by a university-wide committee. Because some federal legislation may affect this process, the Student Disciplinary Review Committee may be reconvened again this year, and additional changes may result. Ordinarily, however, periodic reviews are conducted every two or three years.

Student Records [5.5.3.4]

Criterion:
The institution must have adequate student records for both credit and non-credit courses. Complete back up files, such as facsimiles, microfilm or electronic data banks should be maintained. The institution must take all steps necessary to ensure the physical security of its student records. The institution must have policies concerning the kind of information which will be made part of the permanent record of each student, as well as policies concerning retention and disposal of records. It must establish and publish information-release policies which respect the rights of individual privacy, the confidentiality of records and the best interest of students and the institution.

The Office of the Registrar has a two-part mission: to support the University's teaching function by documenting the extent and quality of students' formal learning experiences at the University of South Florida and to provide exemplary service to students, faculty, staff, and the general public in the creation, maintenance, and release of student academic records. The Registrar's Office is specifically responsible for the academic records of students who enroll in credit offerings at the University.

The Office of the University Registrar located on the Tampa campus maintains the official student academic records for both degree-seeking and non-degree-seeking students who enroll in credit courses offered by the University of South Florida. There are, however, three exceptions to the University Registrar's responsibility for student records. Academic records for students enrolled at New College are maintained in the Office of Records and Registration on the Sarasota Campus, with the New College Provost serving as custodian. Academic records for students enrolled in the M.D. program are maintained in the College of Medicine, with the Office of Student Affairs as custodian. Student records for non-credit courses are maintained in the School of Continuing Education by the Division of Lifelong Learning. The following sections address only the student academic records that are maintained by the Registrar's Office and for which the University Registrar is custodian.

As prescribed by Florida Administrative Code (FAC) 6A-10.24(12), the Office of the Registrar maintains complete student records of credit course activity at the institution. These academic records reflect a chronological (by
term) history of all credit courses officially attempted at USF, along with the number of credits and the grades earned. When applicable, these records also reflect credits accepted in transfer and credits awarded for demonstrated competencies. Since 1988-89, listings of transfer credits include specific courses with grades and the number of credits accepted. Degrees awarded by USF and relevant degrees awarded by other institutions are also considered to be part of USF student academic records.

Because the University was founded in the age of computer technology, a machine-readable academic record exists for each of the 361,010 students who has ever enrolled in a USF credit course since the University doors opened in 1960. These machine-readable records reside in electronic files that are part of an automated student information and registration system. The system operates on an IBM 3090 mainframe computer in the MVS operating environment. USF student records are accessible in both the on-line and batch modes. The student information system software was developed and is maintained by Standard Software Development Systems (SSDS) of the Florida Board of Regents, State University System. This student information system is in use at four of the nine Florida public universities.

In addition to the machine-readable academic records, the Office of the Registrar maintains all documents related to the release of student records as required by the USF Student Records Policy, FAC 6C4-2.0021. In addition, documents that are sources of or administrative support for student permanent academic records are maintained in individual student folders, in centralized files, and/or on microfilm.

To insure against loss of student academic information in the electronic records, complete back-up files are maintained on magnetic cartridge and on microfilm. Copies of the electronic records which reside on a direct access storage device (DASD) are transferred to cartridge twice daily, once after completion of on-line processing and once after completion of batch processing. Twelve generations of these cartridges are maintained on-campus in the Central Florida Regional Data Center. In addition to the cartridges retained on campus, back-up cartridges of system operating and applications software and student records data are created weekly and stored in a secure off-campus location.

Since the primary medium for maintaining USF student records is electronic, the University has taken measures to limit and control access to the computerized Student Records System. As an on-line mainframe application, the Student Records System operates in the Customer Information Control System (CICS). Therefore, users must meet two levels of security, one for access to CICS and one for access to Student Records. While University Computing Services (UCS) is accountable for CICS security, responsibility for authorizing access to and maintaining security for the Student Records System has been delegated to the Registrar's Office. On campus, physical access to the Registrar's Office and Central Florida Regional Data Center is restricted.

The Registrar's Office also takes measures to insure the confidentiality of documents at the time of disposal. Paper or microfilmed documents with personally identifiable student information are disposed of in one of three ways: shredding and then placement in recycle bin or trash; placement in locked recycling bins designated for confidential materials; or placement in burn bags removed by Physical Plant personnel and taken directly to the incinerator. The University's contract with the outside vendor for recycling calls for appropriate treatment and destruction of confidential documents.
The General Records Schedule A-3 for universities is published statewide by the Division of Library and Information Services, Department of State. This published policy provides public universities in Florida with the minimum requirements for the retention and disposal of specific student records and identifies those records that must be retained permanently. In addition, the USF Student Records Policy details the kinds of requests for and disclosures of information from the student record that must be maintained as part of the student's permanent record. As a state university, USF observes all prescribed minimum retention periods, follows disposal requirements, and maintains on a permanent basis all records so identified in Schedule A-3 and the USF Student Records Policy. Additional information related to records retention and disposal is provided in the full report of the Student Development Committee.

The USF Records Policy, FAC 6C4-2.0021, establishes institutional policies and procedures for information-release, including the release of student records information:

1. To university officials for legitimate educational purposes,
2. Without student consent under the following situations:
   a. to another college or institution where the student seeks/intends to enroll;
   b. to certain federal/state officials who require information to audit or enforce legal conditions related to programs support by federal/state funds;
   c. to parties who provide financial aid to the student, in order to establish eligibility, to determine the amount of aid, to establish the conditions for receipt of aid or to enforce terms of an agreement relating to aid,
3. To accrediting organizations to carry out their accrediting functions,
4. To parents of a student if the parents claim the student as a dependent and proof of dependency is furnished to the FERPA Coordinator, and
5. To comply with a lawfully issued subpoena.

In accord with the Student Records Policy, each year USF publishes a notice of student rights in its undergraduate and graduate course catalogs as well as a statement titled, "Privacy and Release of Student Information," or just, "Release of Student Information," in the USF New Student Manual (distributed at orientation programs that are required for new undergraduates) and in the USF Student Handbook.

In addition to record keeping for students in traditional credit courses, student records are kept for participants in CEU courses and non-credit courses. The School of Continuing Education (SCE) maintains computerized participant records for all students who take non-credit courses for Continuing Education Units (CEU's) for all programs administered through accounts in the School's Extension Incidental Auxiliary. A permanent record is kept both in SCE and in the USF Registrar's Office, where official CEU transcripts can be generated at the request of students. SCE does not maintain records for other USF providers of CEU's or Continuing Education Credits (CEC's), such as the College of Medicine or the College of Nursing or FMHI; these student records are maintained only within the academic unit and not also at the USF Registrar's.

In addition, SCE maintains permanent computerized participant records for
students in continuing education activities where CEU's are not awarded but where participants themselves pay for the activity or where attendance or participation is otherwise recorded in activities conducted through the SCE Auxiliary. SCE has no record of continuing education non-credit activities conducted elsewhere on campus under auspices other than through the SCE Auxiliary (such as Sponsored Research, the USF Foundation, other auxiliaries, or the normal E&G budget).

Analysis:

Student records policies and procedures, including those pertaining to record back-up, security, and release of information, are subject to extensive review and evaluation for conformance to external criteria and internal standards. These evaluations include internal, state, and university system audits and periodic internal reviews and are described in detail in the complete report of the Student Development Committee. Each of these measures contributes to maintaining and enhancing the quality of student records at USF.

Internal, university system, and state audits are conducted in the Office of the Registrar two to four times annually. The purposes of the audits are to determine the Office of the Registrar compliance with external criteria specified in federal and state statutes, Florida Administrative Codes, and state and institutional policies; and to evaluate the quality of procedures, practices, and internal controls applied to student records management in the Office of the Registrar. Audit reports contain formal recommendations that address findings, and the University Registrar is required to respond formally with measures to remedy deficiencies or improve practices. Three external audits were conducted in the Registrar's Office during 1991-92. A state operational performance audit of the University for the period March 1, 1991 through June 30, 1992, evaluated Office of the Registrar compliance with Section 228.093(3)(d), Florida Statutes, relating to release of student information. A university system audit conducted in February and March 1992 reviewed the accuracy of student credit course records and residency classifications as reported to the Board of Regents in the Student Data Course File for Spring Semester 1991. Another university system audit in April and May 1992 focused on the security of student records. Findings, recommendations, and corrective actions related to these audits are discussed in the complete Student Development report.

In addition to external reviews, the Registrar's staff currently engaged in regular self-reviews of student records and, beginning in 1992-93, engaged in self-assessment as part of the Office's Outcomes Assessment Plan. The annual self-review examines student records-related policies, procedures, practices, forms, problems, and input from external sources. It identified emerging needs and established recommendations for improving the student records management program. In the Registrar's Office Outcomes Assessment Plan, enhancing the management of student records is one of five major goals. The Plan is reviewed regularly to assess progress and to modify or add objectives. Besides the annual self-review of the student records management program and the formal review process that will be associated with the outcomes assessment plan, Registrar's staff also conduct periodic self-assessment through staff meetings and in-service training programs. These internal measures augment external reviews and focus on the unique processes and needs of the Office of the Registrar and the University. All evaluation methods are intended to assess the effectiveness of the Office of the Registrar in creating, maintaining and releasing student academic records in accord with external requirements and good
practices.

The 1991-92 annual self-review reaffirmed the Office of the Registrar's commitment to the development of a highly effective student academic records program. Review findings highlighted the completeness and accuracy of student records, the extensiveness of procedures and files to back-up student records, the attention to security issues, the broad publication of information release policies, and the high degree of compliance with myriad external criteria and standards. The self-review staff made a number of recommendations to enhance the future management of student records across the University, and they are listed in the full report of the Student Development Committee.

Results of these recent evaluations indicate that the Office of the Registrar complies with external criteria for student records and student records management, including those which address back-up files, physical security, and information-release policies and procedures. Staff are willing to expand on externally recommended measures and to initiate internal measures for improving all aspects of student records operations. The Registrar's staff also evidences concern and reasonable responsibility for student records operations and practices in other offices in the University. Although external and internal evaluations indicate that the Office of the Registrar provides comprehensive, high quality student records management program, acquisition of additional funding and staff are suggested to further enhance the quality of services.

Acquisition of a records manager position would provide the Office of the Registrar with leadership for on-going development, coordination, documentation, and evaluation of its comprehensive student records management program and assist with monitoring compliance with external criteria and fulfilling professional standards and recommendations. Acquisition of this staff member will also enhance the effectiveness of both general office and records management by separating the unit's director and records manager roles.

A staff training and development professional would add a new area of expertise to the Office of the Registrar's management team and allow the office to create a comprehensive in-service training program encompassing student records responsibilities and management. This program will offer multiple training opportunities to staff in the Office of the Registrar's staff and other academic and administrative units of the University.

A USPS computer support specialist would allow the Office of the Registrar to maximize internal controls over access to computerized student records. This staff member will concentrate on periodic assignment of new access codes to authorized users, withdrawal of access when authorized staff do not use the system for extended periods, and reevaluation of each authorized user's access every two to three years as suggested in the external audit on security of student records. Such measures will reduce further security risks and decrease the likelihood of breaches of security.

With supplemental allocation of expense funds over a two to five year period, the Office of the Registrar would be able to complete the microfilming of permanent student records that are still maintained for inactive students who graduated or were last enrolled between 1983 and 1987. While Registrar's staff reduced the backlog from ten to five years since 1986, reduced budgets have slowed progress in the last two years. The funding will support the maintenance of retention/disposal schedules and will free storage space for the growing number of active student files.
Criterion:
If an institution provides on-campus housing, it must develop policies and procedures governing residence halls. The learning environment in the residence halls should support the educational mission of the institution and provide an adequate staff organization with responsibility for the administration of the residence hall system. The staff should have sufficient academic training and experience to enhance the learning environment in the residence halls.

The mission of the USF residence halls is to provide comfortable, low cost housing for single students and to develop a residential living environment which is supportive of the University's academic purpose. USF's Residence Halls are presently organized into three distinctly different styles of accommodations, Argos Complex, Andros Complex, and the Village. Argos Complex represents the traditional residence hall style, with rooms designed for both sleep and study and a common bath area shared with other residents of the living unit. Andros Complex facilities are characterized by living units comprised of five suites, each suite accommodating eight residents who share an enclosed bath area. The Village is the most recently constructed facility, and its design represents a radical departure from that of the other two complexes. Buildings in this complex enclose ten double occupancy efficiency units opening directly to the outside. To be eligible for residency in the Village, students must be classified at the junior, senior, or graduate level. Additional information about each complex, including floor plans, is presented in Exhibit 5.5-O. The approximately 600,000 gross square feet of student housing space (including maintenance areas and offices) occupies much of the northeast corner of the Tampa campus (Exhibit 5.5-P).

The residence hall staff is composed of 121 full-time employees and 58 resident assistants. The full-time employees include seven professional staff members for the individual residence halls, three area directors to whom they report, 22 facilities maintenance employees, and 38 custodial service employees. Resident assistants are carefully recruited, trained paraprofessional student workers who reside in each living unit and report to the Resident Instructor or Resident Director responsible for the hall.

Both residential and developmental programs and services are offered to residents. Residential services include daily cleaning of common areas and bathrooms, regular and 24-hour emergency maintenance, telephone service, vending machines, bicycle racks, bulletin boards, rider boards, cable TV, check cashing, employment referral, mail, outdoor recreation areas, convenience stores, centrally located dining facilities, nutrition services, and study lounges.

Because a significant amount of learning takes place outside of the formal classroom and within the University's residence halls, a variety of residence hall programs have been developed to support and enhance the academic mission of the University. These take the form of study groups, living units developed around academic disciplines, study living units, tutorial programs among resident students, faculty participation in programs within the halls, and a variety of social, cultural, athletic, and academic programs based on living unit interests.

Written residence hall policies and procedures have been developed to aid in governing the halls. These policies and procedures are subject to continued
review and revision in accordance with the internationally accepted ethical standards of student housing professionals. The residence halls provide an opportunity for a unique lifestyle specifically developed to support the educational mission of the institution.

Issues of safety and conduct currently addressed by residence halls policies and procedures include alcoholic beverages, controlled substances, cooking in student rooms, emergency evacuation procedures, door alarm systems, penalties for non-compliance with policies, fire and safety equipment and procedures, guests and visitation, key control, liability for personal property or injury, smoking, and room searches. These policies are presented in Exhibit 5.5-Q. Residents are also expected to observe the guidelines contained in the USF Student Conduct Code and the USF Student Handbook.

Analysis:

A recent survey of resident students consisted of an open-ended comment card inviting both criticism and praise. Students demonstrated a willingness to recognize the positive aspects of residence life and identify areas needing improvement. The comments indicate that the items of greatest importance to residents are professional, paraprofessional, and custodial staff; room size; noise level; safety and security; cleanliness of the facilities; and food service. However, despite the emphasis placed on programming, only three students commented on the programs in the residence halls.

Other internal surveys (Exhibit 5.5-R) uncovered several discrepancies between staff and student perceptions of the quality of residence life and identified three areas judged by both students and staff as needing improvement. These concern the effectiveness and responsiveness of program administration, the helpfulness of programs in developing an appreciation for cultural and lifestyle differences, and the degree to which the residence hall atmosphere is conducive to study. Effectiveness and responsiveness of program administration has been addressed by realigning program leadership with the institutional reorganization, planned enhancement of resident assistant education in confrontation skills through understanding student development, and planned implementation of satisfaction assessment of central programs and services. Regarding the helpfulness of programs in developing student appreciation of cultural and lifestyle differences, the residence life staff have made a commitment to a central department-wide educational, cultural and social programming model supported by the existing decentralized model. Lastly, the extent to which the atmosphere in the residence halls is conducive to study has been addressed by the conversion of 240 rooms to single occupancy, and a plan to develop a focus survey to gain information relating to this concern.

In addition to the surveys described above, the item "As a residential student, I found the residence halls to be conducive to learning" was included in a survey distributed to 3,300 USF alumni in Spring, 1993. With a response rate of 22%, approximately 59% of the former students agreed with the statement. This finding was closely aligned with results of the internal survey, in which 48% of current residents and 58% of staff agreed with the item "USF residential programs encourage the maintenance of an atmosphere conducive to study", and indicates a need for changes in facilities and/or policies to create an improved study environment.

Although residence halls facilities and staff are adequately meeting the current needs of the University, in the near future staff should explore plans
for providing additional beds, in light of the anticipated increase in demand for housing. Staff should examine options for creating accommodations which respond to the need for a quiet, spacious, well-lit, safe, secure and clean environment while remaining low-cost and affordable. In addition, it is suggested that staff focus on enhancing the availability and effectiveness of programs designed to increase awareness, acceptance, and appreciation of multicultural diversity; and the strength of programs developed to create an atmosphere conducive to study. (It should be noted that many USF students live in apartments within a few mile of campus, rather than in residence halls).

Student Financial Aid [5.5.3.6]

Criterion:

The institution should provide an effective program of financial aid consistent with its purpose and reflecting the needs of its students, and help students plan for the most efficient use of financial aid and the student's own resources for education. There must be provision for an institution-wide coordination of all financial aid awards. All funds for financial aid programs must be audited in compliance with all federal and state requirements.

The mission of the USF Office of Financial Aid is to foster an understanding of financial aid and its role in facilitating access to higher education. This is accomplished by providing information and guidance to students and parents regarding the various financial aid programs and their qualifying requirements. The professional staff is available to assist students in understanding their financial aid options and the complexities of the regulations and processes which affect them. Financial aid representatives are available on all campuses.

The Office of Financial Aid on the Tampa campus develops institutional financial aid policies, student budgets, and resource materials to share information about qualifying and renewal requirements for federal, state, and institutional funds. Financial aid information brochures and institutional application materials developed by this office are distributed to the other campuses. Financial aid awards for all departments and campuses are coordinated by the Tampa office to ensure that awards do not exceed the student's financial need.

The Tampa Office of Financial Aid is audited regularly by several different groups of auditors. State auditors review awarding procedures annually, internal auditors review the security of computer records and student files, and private auditors contracted by the State of Florida periodically review specific programs. The department has made several changes in response to recent audits, including developing a computerized check log to track all checks received and eliminating shared IDs and passwords for access to computer records.

Analysis:

Students visiting the offices are encouraged to complete evaluation forms to indicate their impressions about the assistance they received. These evaluations are reviewed by the outreach coordinator and shared with the appropriate supervisor(s) and employee(s). Although there is no formal compilation of these evaluations, students' comments are discussed periodically when reviewing the operation and discussing ideas to change and strengthen it.
During the 1992-93 academic year, the Tampa office employed the services of a professor in the communications department to conduct focus groups with students to obtain additional insight into what students like or dislike about the services provided. Their comments focused on long lines, difficulty in contacting the office by telephone, stressed staff, and too much paperwork; and indicated a need for enhanced computerization, including electronic fee payment; and a preference for one-on-one counseling sessions. Some of their recommendations included a "troubleshooting" phone line, a centralized computer system with more information shared between offices of the University, more counter personnel, a checklist of deadlines and events for the upcoming semester, and increased publicity.

Several changes are being implemented to address the telephone issues mentioned by the focus groups. The current telephone system is being upgraded to add an Auto Attendant and Automated Call Distribution (ACD) system. These enhancements will add lines during busy periods and more efficiently distribute calls among the staff. In addition, it will be possible to queue several calls before callers receive a busy signal. This system will allow students to access their files by telephone and increase convenience and staff availability. An increase in OPS allocation that has been requested for 1993-94 will be used to provide additional counter personnel and conduct outreach activities to increase student awareness of Financial Aid services. Integration of data throughout the University was addressed through the recent organization review, and the University is currently studying how to best implement this recommendation.

Results of a recent survey completed by a sample of current students and alumni indicate that 61% of both undergraduate and graduate students feel that the Offices of Financial Aid provide quality services. Of the alumni who completed surveys, 67% indicated that quality service was provided during their enrollment at USF. These results support the need for continued efforts to provide quality services and meet the needs of a larger portion of the student body.

Suggestions for further enhancing the efficiency of financial aid services include acquisition of additional automation and staff. More computer support would allow the offices to further automate essential processes and allow students to directly access information about their financial aid. Development of a net-check system would increase the efficiency of transactions and allow the University to receive Federal Family Loan funds from banks via electronic funds transfer. An increase in the number of counseling staff would allow the offices to provide expanded hours, increase the number of staff at the front desks and the availability of student appointments, and expand outreach efforts. In addition, acquiring additional staff would allow the offices to systematically assign counselors to students, so that students would have the same counselor throughout their time at the University. Finally, an increase in funding would allow the offices to develop periodic newsletters which would provide critical information for student planning and publicize the services and workshops offered. Additional funds would also allow the offices to update and continue publishing the Spanish language brochure, allow annual printing of the scholarship brochure, and provide support for the development of other publications.

Health Services [5.5.3.7]

Criterion:
An institution must provide an effective program of health services and education consistent with its purpose and reflecting the needs of its constituents.

The Student Health Service (SHS) is charged with responsibility for providing high quality medical care to USF students. Medical care may be broadly defined to include not only the diagnosis and treatment of perceived symptoms of health problems, but also the dissemination of health information that allows students to make informed decisions regarding the effects of lifestyle on health.

There is a dual agenda in the responsibility of the Student Health Service: to protect the health of both individual students and the student body as a whole. These goals are achieved through several program components:

- a professionally staffed ambulatory care facility,
- educational programs addressing the prevention and cure of specific disease entities,
- personal consultation designed to enhance students' understanding of the relationship between physical and mental health and the need for a holistic approach to wellness,
- voluntary participatory programs that promote positive lifestyle changes,
- a health information library containing books, pamphlets, and audio/video tapes,
- a dynamic interactive outreach service that informs students of Health Service benefits and encourages active participation, and
- a comprehensive immunization program that enables students to comply with Board of Regents requirements for registration.

Student Health Service enhances its programs by maintaining close ties with related services both on campus and in the community, with particular emphasis on liaisons with the College of Medicine, College of Nursing, College of Public Health, Counseling Center for Human Development, University Food Services, Intercollegiate Athletics, Campus Recreation, Registrar/Admissions, Hillsborough County Health Department, and the American Red Cross.

In addition to providing a health care delivery system, Health Services offers many educational opportunities for students to participate as interns, volunteers, or peer counselors in such diverse areas such as Nursing, Medical Technology, Computer Programming/System Administration, Health Education, Sales, and Marketing. Some paid (OPS) positions are also available in these areas.

Student Health Services also includes an active Health Education department which furnishes resources for Student Health outreach operations. Health educators inform all incoming students about available services, develop and present health-related programs both in-house and university-wide, sponsor and participate in numerous events on campus, and provide individual lifestyle counseling as necessary. Recently Student Health Services has also assumed responsibility for the Campus Alcohol and Drug Resource Center (CADRC), had been operating directly under the Central Office of Student Affairs. The role of the Health Education Department has broadened immensely over the past five years.
with the escalation of the AIDS epidemic and the increase in knowledge about the long-range impact of lifestyle on health.

Analysis:

Last year the Student Health Service recorded 45,000 visits for medical care and education and 10,000 visits for immunization processing. The visits for medical care represent a 30% increase in utilization of the Health Service over the past five years, compared with a 14% increase in student population in this same time period. As university-wide enrollment continues to climb and current plans for a nearby bookstore and mini-mall are implemented, it is expected that utilization will continue to increase. The rising cost of health care in the community will also result in greater utilization of the subsidized services at the Health Center.

The watchword for the '90s is "wellness", as medical studies continue to support the importance of healthy lifestyle in disease prevention. As noted above, the Health Education department provides a large and varied assortment of wellness programs for students. There is a steadily increasing demand for larger facilities for aerobics classes, increased availability of appointments for one-on-one counseling, more nutrition information, and additional educational programs on drugs and alcohol. To meet the increasing demand for services, SHS has increased its clinical staff by 40% over the past five years. and has moved its operations from the University Center to a free-standing facility with more space. However, the absorption of CADRC (Campus Alcohol and Drug Resource Center) into the Health Education Department and the necessity for storing immunization documentation has resulted in increased demands for space, and facilities are once again at maximum capacity.

Factors such as concern for the patient, legal liability, professional pride and competence, the need for certification, and many others have contributed to the development of extensive quality control measures for Student Health. In order to evaluate the effectiveness of this unit, several ongoing and concurrent assessment processes are employed and described in detail in the complete report of the Student Development Committee. They include receiving feedback from an advisory committee and other SUS SHS directors, clinical peer review, laboratory quality control, departmental reviews, and student evaluations. Results of the Spring, 1992 student survey indicate that respondents feel that the service received was good to excellent, findings which are consistent with previous years. In general, the students who patronize the Health Services seem very happy with the care they receive. The Health Education department is currently assessing the views of those students who have never been to the SHS through a telephone survey which currently being evaluated.

A future objective for Student Health Services is to obtain accreditation by one of the two recognized accrediting bodies, the Accreditation Association for Ambulatory Health Care (AAAHC) and the Joint Commission on Accreditation of Healthcare Organizations (JCAHO). This has been the goal of USF Student Health Center for some time. The time frame has been moved forward due to various factors including awaiting the construction of new facilities and CLIA (Clinical Laboratory Improvement Amendments) accreditation for the Laboratory. The CLIA regulations have recently been finalized and that accreditation is moving forward.

Another important long-range objective is the planning and construction of
a comprehensive wellness center that would include increased space for programs and personnel in the areas of medical care, health education, records keeping, and electronic data processing. Other suggestions include changes in policies and resource utilization to increase support for health education programs, and development of a more formal set of protocols governing standard of care.

Intramural Athletics [5.5. 3.8]

Criterion:
Intramural sports programs contribute to the personal development of students and should be related to the total program of the institution. The programs should provide an opportunity for students to participate in some type of competitive sports activity as regularly as their interests, abilities and time will permit. These programs should be directed and supervised by qualified personnel and should be appropriately funded.

Campus Recreation

Campus Recreation's mission is to enrich the educational experience and promote student/staff wellness by providing high quality, satisfying recreation experiences. The units programs and facilities provide students, faculty, and staff with opportunities for direct participation in a wide variety of recreation activities. Recreation programs and facilities can enhance participant fitness, improve personal skills, promote social interaction, and provide opportunities for stress reduction and enjoyment. In addition, the large number of students employed through Campus Recreation can learn and practice leadership, management, program planning, and interpersonal skills. Recreation programs and facilities also provide a unique setting for interaction among students, faculty, staff, and their families.

The department staff includes four professionals (3.75 FTE), one secretary/office manager, three graduate students, eight undergraduate student intramural supervisors, and numerous student employees working in various phases of facility operation and programming. The Director and one assistant director are certified as Recreational Sports Specialists by the National Intramural-Recreational Sports Association. All four professional staff members hold master's degrees and have had academic preparation in recreation administration and/or physical education, in addition to work experience consistent with their assignments.

Campus Recreation offers informal recreation (self-directed), facility management, intramural sports (structured), outdoor recreation, club sports (interest groups), and noncredit instruction. The wide range of indoor and outdoor recreation facilities provide opportunities for students, faculty, and staff to participate in informal recreation. Although many facilities are not monitored, regular head-counts at the swimming pools, gymnasium facilities, and field areas indicate an average of 5,000 users per week at these facilities.

The intramural sports program offers 30 different activities each year, including individual, dual, and team sports. Over 8,000 students take part in intramurals each year, with a total of over 40,000 hours of participation. Outdoor recreation programming includes provision of leadership for guided trips and resources for self-directed trips. Supervised camping, canoeing, backpacking, rafting, and sailing trips are scheduled to sites throughout Florida and other states in the southeast, and a ski trip to the Rocky Mountains is sponsored each year. The Outdoor Rental Center maintains an inventory of
tents, backpacks, and other outdoor equipment, and offers a resource library of information for those who want to plan their own trips. The department assists many university groups in scheduling and conducting special events using the recreation facilities. Over 300 activities are hosted each year, including one-day events and short and long term programs.

The club sports program offers opportunities for students to participate in twenty-three different activities from aikido to yoga. Professional staff assist student-organized clubs with facility scheduling, planning, and budgeting. Current clubs sports include aikido, barbenders, bicycle, bicycle racing, bowling, chito ryu karate, club soccer, ice hockey, lacrosse, okinawa uechi ryu karate, royal kung fu, rugby, sailing and windsurfing, scuba diving, skateboarding, skydiving, surf, tae kwon do, USF karate, volleyball, wado kai karate, water ski and yoga.

Noncredit instruction programs include scuba classes and certification dives, summer camp activities, and a summer learn-to-swim program for over 300 children.

Analysis:

In a survey of continuing students, Resource Analysis and Planning found that 58% participated in recreation activities and 29% participated in intramural sports. Results of a survey of former students indicated that recreation was "the only activity in which more than half had participated (52%), and intramural sports was the only activity in which expected participation (42%) approximated actual participation (41%)." This level of participation, together with the intramural program utilization data cited earlier (30 different activities, 8,000 participants) indicates that Campus Recreation programs provide students with opportunities to participate in various types of sports activities as often as their interests, abilities, and time permit.

In the fall semester of 1993, Campus Recreation will assess the achievement of its goals and objectives through a survey utilizing the "Quality and Importance of Recreational Services" survey instrument recently published by the National Intramural-Recreational Sports Association (NIRSA), in conjunction with the University of Tennessee's Center for Assessment Research and Development. The instrument was designed to provide data on recreation services and to assess the impact of campus recreation activity on student recruitment, retention, satisfaction, educational development, and involvement. During Semester II, 1993, the unit administered a separate survey (Exhibit 5.5-S) based on standards for recreational sports prepared by the Council for the Advancement of Standards for Student Services/Development Programs (CAS).

Results of the staff evaluation indicated a potential need for improvement in relation to eight of the specific standards statements concerning:

- Comprehensive wellness programs
- Noncredit instruction, workshops, and clinics
- Club sports resources and staff support
- Formal evaluation and assessment
- Risk management
- Adequacy of indoor facilities
- Adequacy and maintenance of equipment
- Promotion and marketing of recreation services
The CAS survey results have led to the development of several goals for addressing these potential needs. These include a greater involvement in wellness efforts and noncredit instruction, including a planned outdoor experience class through Elective Physical Education. Campus Recreation staff should be more involved in programs emphasizing comprehensive wellness, in cooperation with the University's Wellness Committee, Physical Education department, and the Student Health Service. Efforts in this area should be enhanced by the new indoor facilities planned for completion in September 1994 and by acquisition of additional staff in this program area. To support these changes, it is suggested that additional resource allocations be used to fund noncredit instruction, workshops and clinics, club sports, and special interest groups. An additional objective is to increase coordination with the Student Health Service, Physical Education, and Continuing Education in provision of noncredit sports and fitness instruction.

In addition, the unit plans to continue current assessment and evaluation plans, and to develop a more comprehensive risk management plan that provides for a coordinated program of preventative maintenance and safe operation of facilities and programs. A more coordinated facilities management plan is now being implemented in conjunction with the Sundome and the departments of Physical Education and Athletics. A final objective is to acquire additional resources and staff support for promotion and marketing of recreation services, to support the unit's mission to provide high quality leisure experiences.

In a second survey conducted during semester II, 1993, as a part of the SACS Self-study, nearly 1,400 undergraduate and graduate students responded to the statement: "The recreation programs and services at USF are adequate for my needs." A total of 81.8 percent (82.4 percent of undergraduate students and 80.3 percent of graduate students) indicated strong or moderate agreement with the statement.

The high rates of student participation and overall satisfaction indicate that campus recreation programs offer ample opportunities for students to participate in formal and informal sports activities, clubs, and noncredit instruction; and that these programs contribute to their overall university experience. Programs in Intramural Sports and Outdoor Recreation have been identified as areas with particularly high quality, while Noncredit Instruction and Club Sports represent areas where improvement may be desirable. Results of the NIRSA survey are expected to yield additional information about the quality and impact of campus recreation programs at USF.