



AGENDA

**THE UNIVERSITY OF WEST FLORIDA
BOARD OF TRUSTEES**

**Audit & Compliance Committee Meeting
August 17, 2016**

**University of West Florida Conference Center, Bldg. 22
11000 University Parkway, Pensacola, FL 32514**

Call to Order/Roll Call. Bob Jones, Committee Member

Greeting. Bob Jones

Action Item(s):

1. Approval of Internal Auditing PCard Audit Reports Quarter 4 (April 2016 – June 2016)
2. Approval of Internal Auditing Reports Issued: Surplus Property; Sustainable Economic Development Initiative (SEDI)
3. Approval of Florida Auditor General Statewide Bright Futures Audit for Fiscal Years 2013/14 – 2014/15
4. 2016 Florida Equity Report

Information Item:

1. U. S. Department of Education Final Determination on Statewide Single Audit Report of the State of Florida Universities and Colleges
2. Internal Auditing and Compliance Update

Other Committee Business:

Adjournment

UWF Board of Trustees Meeting
 Audit & Compliance Committee
 August 17, 2016

Issue: Internal Auditing PCard Audit Reports~ Results for Quarter 4 Update (April-June 2016) and the Annual Update (July 2015-June 2016)
Proposed action: Acceptance

Purpose

To provide UWF Senior leadership with a clear, short/concise overview of the PCard audits completed during the quarter and highlight results. Our main objective is to report the status of PCard audits and any issues or findings requiring action.

Background

Internal Auditing & Compliance has been charged with auditing PCard holder and approver activity as well as departmental activities and internal controls. The objectives of these audits were to determine if departments complied with UWF PCard policies and procedures, as well as to evaluate the level of understanding of PCard policies among PCard holders and approvers. UWF presently has 432 PCardholders distributed across 141 departments. For the Fiscal Year 2015/16, \$14,223,834 in expenditures were paid via UWF PCards to 3,532 vendors (35,279 transactions).

Notable Strengths

Files were well organized. Staff was well trained in PCard procedures. There was a strong separation of duties.

Results for Quarter 4 (April –June 2016)

Eleven departments¹, encompassing 43 cardholders, were examined on a sample basis. Individual reports were distributed to department heads and Procurement and Contracts upon completion of the audits. The totals below show the volume of activity occurring for these 11 departments and the amount tested. All reports are available from Internal Auditing.

Number of Departments Reviewed	Number of Cardholders	Number of Transactions Occurring	Number of Transactions Tested	Total PCard Expenditures of Depts.	Total PCard Transactions Tested
11	43	1,719	460	\$607,291	\$438,227
Audit Opinion for the PCard Audit¹					
EXCELLENT	GOOD	FAIR	POOR	Total	
2	3	5	1	11	

¹ Departments audited (listed by audit opinion): **Excellent** –ASPIRE and Executive Vice President; **Good** – Emerald Coast Administration, Graduate School, and Nautilus Card; **Fair** –CEPS Dean’s Office, CSE Dean’s Office, Communication, Earth and Environmental Sciences, and Recreation and Sports Services; **Poor** – Biology

Most Common Findings for Quarter 4 (April-June 2016)

1. The Department Head did not review and sign the monthly reconciliation reports.
2. The monthly reconciliation reports were not completed in a timely manner.
3. PCard files were returned to the PCardholder and not maintained by the approver/reconciler.

Results-Fiscal Year 2015/16

This is a summary of the PCard audit results for Fiscal Year 2015/16. Thirty-four departments², encompassing 135 cardholders, were examined on a sample basis. Individual reports were distributed to department heads and Procurement & Contracts upon completion of the audits. The totals below show the volume of activity occurring for these 34 departments and the amount tested. All reports are available from Internal Auditing & Compliance.

Number of Departments Reviewed	Number of Cardholders Reviewed	Number of Transactions Occurring	Number of Transactions Tested	Total PCard expenses for these Depts.	Total PCard Transactions Tested
34	135	5,543	1,387	\$2,916,515	\$2,072,977
Audit Opinion for the PCard Audit					
Excellent	Good	Fair	Poor	Total	
9	10	14	1	34	

MOST COMMON FINDINGS IN THE FISCAL YEAR

1. Failure to formally update the Reconciler when changes occurred.
2. Reconciliations were not completed in a timely manner.
3. The Department Head did not sign reconciliation reports.
4. The JP Morgan bank statement was not reviewed during the reconciliation process.
5. PCard files were returned to the PCardholder and not maintained by the approver/reconciler.

Recommendation: Acceptance of the Internal Auditing PCard Reports for the Quarter and Fiscal Year Summary of PCard Audits for FY 2015/16.

Implementation: For PCard audit reports issued during the fourth quarter (April-June 2016), management will implement corrective actions to be completed in the first two months of fiscal year 2015/16. Internal Auditing will follow up to determine if adequate corrective actions occurred.

Fiscal Implications: Fiscal oversight by the UWF Board of Trustees

Prepared by: Betsy Bowers, Associate Vice President, 850-474-2636, bbowers@uwf.edu

Presenter: Betsy Bowers, Associate Vice President

² Departments audited (listed by audit opinion): **Excellent** –ASPIRE, Business and Auxiliary Services, Dean of Students, Executive Vice President, General Counsel, Human Resources, History, University Police, and WUWF; **Good** – CEDB, CEPS Technology Support, Confucius Institute, Emerald Coast Administration, Environmental Health and Safety, Financial Services, Graduate School, Nautilus Card, SGA, and VP Student Affairs, ; **Fair** –Center for Cybersecurity, CASSH Dean’s Office, CEPS Dean’s Office, CSE Dean’s Office, Communication Arts, Earth and Environmental Sciences, Enrollment Affairs, Florida Virtual Campus, HAAS Center, ITS General Administration, Library, Nursing , Recreation and Sports Services, and SBDC State Director’s Office; **Poor** – Biology

UWF Board of Trustees Meeting
Audit & Compliance Committee
August 17, 2016

Issue: UWF Internal Auditing Reports Issued

Proposed action: Acceptance

Background information:

Internal Auditing & Compliance (IAC) completed two audits during the period May 1, 2016 through June 30, 2016: Surplus Property and Sustainable Economic Development Initiative (SEDI).

Surplus Property 15/16-006

Our audit period was July 1, 2014-February 29, 2016. The report was issued May 9, 2016. This audit's objective was to ascertain the internal controls over the disposition of surplus assets for UWF. Property is a major investment for UWF. Currently, UWF has more than 11,000 pieces of property worth in excess of \$6 million.

Results:

A Notable Strength was that the auctioneer staff had developed strong internal controls to ensure accurate collections from the sale of property and security of assets during the auction. This audit included three recommendations:

1. A contract between UWF and the auctioneer house had expired; a new contract needed to be developed.
2. Processes should be reviewed to determine the requirements for creating a new electronic routing application or perform updates to the current system.
3. A thorough inspection of property should be completed prior to auction to remove all UWF identifying marks.

Management's Actions: Management has developed a plan to address the issues noted in the report; all will be implemented no later than December 16, 2016 (the IT programming item).

Sustainable Economic Development Initiative UWF 15/16-007

Our audit period was July 1, 2014-December 31, 2015. The audit report was issued June 10, 2016. Our objectives were to evaluate controls over compliance and internal controls over compliance with the terms of the agreement with the State Department of Economic Opportunity (DEO). In 2011, DEO executed a grant agreement with UWF Office of Economic Development and Engagement (OEDE) to provide \$30 million in funding over a three-year period to the eight counties disproportionately affected by the 2010 Deepwater Horizon oil spill. The initial three-year period ended June 30, 2014; however, not all funding had been awarded at that time due to a lack of qualified applicants. DEO and OEDE signed an extension agreement dated June 30, 2014, for continued awarding of the funds until all are expended. As of May 22, 2016, a total of \$9,324,803 remains to be spent/expended.

Results:

One Notable Strength identified was the collaborative team composed of staff from OEDE, Research and Sponsored Programs (RSP), and General Counsel who works continuously to refine and enhance the contractual requirement in such a way that facilitates ongoing contract compliance and monitoring and provides additional protection for funding. Our audit had two recommendations.

1. OEDE should consult with DEO Budget Chief to determine the DEO authority to whom an annual reporting should be made, or obtain written verification that no reporting is necessary.
2. If any additional funding is needed for administrative costs going forward, OEDE, RSP, and General Counsel should collaborate on a proposal that describes the need for financial support from the grant for these expenses, and submit the proposal to DEO.

Management's Actions: Management will discuss items with the Florida Department of Economic Opportunity and decisions should be reached October 2016.

Recommendation: Acceptance of the Internal Auditing reports

Implementation: Management will implement corrective actions. Internal Auditing & Compliance will follow-up to determine if adequate corrective actions occurred.

Fiscal Implications: Fiscal oversight by the UWF Board of Trustees

Supporting documents

UWF-15/16-006 UWF Internal Auditing Report Surplus Property

UWF-15/16-007 Sustainable Economic Development Initiative (SEDI)

Prepared by: Betsy Bowers, Associate Vice President, 850-474-2636, bbowers@uwf.edu

Presenter: Betsy Bowers, Associate Vice President

EXECUTIVE SUMMARY

We audited surplus property for the period July 1, 2014 through February 29, 2016. This audit was included as part of our 2015/16 audit work plan, determined by our annual risk assessment. Our objectives were to:

- Confirm adequate physical accountability exists for property throughout the disposal process.
- Ensure assets are disposed of in accordance with the University of West Florida (UWF) Property Manual.
- Ensure accurate and timely accounting processes exist for surplus capital assets.
- Ensure the auctioneer maintains effective controls over cash handling and asset sales.
- Determine whether the revenue generated from the sale of surplus property was properly utilized by the university.
- Identify any opportunities to enhance efficiency of the surplus property process.

Audit fieldwork began on February 22, 2016 and ended on April 6, 2016. Our audit was conducted in accordance with the Institute of Internal Auditors International Standards for the Professional Practice of Internal Auditing and generally accepted auditing standards.

BACKGROUND

Property is a major investment for UWF. Currently UWF has approximately 11,000 pieces of property worth about six million dollars.

Surplus property is any item that is no longer needed by the owning department. A surplus property program has been established at UWF and is managed by the Property office in the Financial Services Department and Building and Grounds Services within Facilities Planning Maintenance and Construction. Departments are required to transfer custodianship of property that is no longer useful to the Property office, where it is assessed for auction.

The process of disposing of property begins when the custodian completes an online Property Survey Request in Route It¹. Property items that are capable of containing electronic data or software must have all licensed software and institutional data securely deleted. This process will be documented in the Property Survey Route It Request.

Property Survey Requests are completed, routed for appropriate authorizations and approved by the Property Control Board (PCB). Final disposal is accomplished through an open auction. Garth's Auction Gallery is used for the open auction. Items that are not sold are retained for the next auction or thrown away if they are too worn to sell.

KEY OBSERVATIONS

Of the nine surplus auctions held during the audit period, Internal Auditing & Compliance reviewed the disposal process of five pieces of property on seven auctions. The audit revealed the following opportunities for improvement:

1. The contract between the auction house and UWF had expired.
2. The legacy software system (Route It) used to manage the surplus property process is generating numerous errors and creating delays.
3. Surplused items are not expunged of UWF identifying marks prior to disposal.

NOTABLE STRENGTHS

We found that the Auctioneer staff had developed strong internal controls to ensure accurate collections from the sale of property and security of assets during the auction. The staff maintains a friendly and courteous environment, which more certainly results in higher sales volume for UWF.

SUGGESTED MANAGEMENT ACTIONS

¹ Route It is a UWF system for electronically sending documents to one or more people for action.



Below is a summary of suggested actions, which will serve to strengthen the overall control environment:

- A contract between UWF and the auctioneer house should be developed.
- Processes should be reviewed to determine the requirements for a creating a new electronic routing application or perform updates to the current system.
- A thorough inspection of property should be completed prior to auction to remove all UWF identifying marks.

We appreciate the cooperation, professionalism, and responsiveness of the University of West Florida staff who were involved in the audit.

Respectfully submitted,

Betsy Bowers, CIA, CFE, CGFM, CIG, CRMA
Associate Vice President

Audit performed by: Dan Bevil, CICA

REPORT PROVIDED TO THE FOLLOWING:

Dr. Judith A. Bense, President
Lewis Bear, Chair BOT
Richard Baker, Chair Audit Committee
Robert Jones, Audit Committee
Greg Britton, Audit Committee
Dr. Martha Saunders, Provost and Executive Vice President
Dr. George Ellenberg, Vice Provost
Dr. Steven Cunningham, Vice President, Division of Finance and Administration
Dr. James Barnett, Associate Vice President, Facilities Development and Operations
Betsy Bowers, Associate Vice President, Internal Auditing and Compliance
Colleen Asmus, Controller
Pat Lott, General Counsel
Myles Sampson, Associate Director, Building & Grounds Services
Angela Jones, Director, Procurement/Contracts
Jim Stultz, Manager, FL Auditor General
Ken Danley, Supervisor, FL Auditor General
Joe Maleszewski, BOG Chief Inspector General
Lori Clark, BOG Compliance and Audit Specialist
Rebecca Luntsford, BOT Liaison



**OBSERVATIONS
WITH
MANAGEMENT'S
RESPONSES**

**Surplus
Property
UWF 15-16_006**



OBSERVATION #1 WITH MANAGEMENT RESPONSE

What We Found	The contract between Garth’s Auction Gallery and UWF expired in 2009.
Why the Issue is Important	Lack of a formal contract can result in costly legal disputes, customer dissatisfaction, and reputational risk.
What is Causing the Issue	The contract between UWF and Garth’s Auction Gallery was allowed to lapse. As operations continued without disruption, no sense of urgency was placed on renewing the contract.
What is Expected or Required	■ Lack of a formal contract can result in costly legal disputes, customer dissatisfaction, and reputational risk.
What We Suggest	The UWF Procurement and Contracts office should be consulted and a contract between UWF and the auctioneer house should be formulated.
Responsible Auditees	Myles Sampson, Associate Director, Building and Grounds Services Angela Jones, Director, Procurement and Contracts
What Action Management Commits to Do	UWF Procurement and Contracts Department and Building and Grounds Management will secure quotes from qualified auctioneers and execute a contract.
Implementation Date	June 30, 2016



OBSERVATION #2 WITH MANAGEMENT RESPONSE

What We Found	The legacy software system that is used to manage the surplus property process is generating errors and delays
Why the Issue is Important	Errors within information systems create inefficiencies in the workplace and could create misstatements in financial reporting.
What is Causing the Issue	The current system is ten (10) years old. It is in need of updates to eliminate errors.
What is Expected or Required	■ It is important that software operate efficiently to minimize errors and increase staff productivity.
What We Suggest	The property disposal processes should be reviewed to determine the requirements for a new online routing system or the appropriate updates made to the current online application.
Responsible Auditees	Melanie Haveard, Executive Director & CTO, ITS Billy Pollard, Associate Controller, Financial Services Myles Sampson, Associate Director, Building and Grounds Services
What Action Management Commits to Do	UWF ITS Department, Procurement and Contracts Department and Building and Grounds Management are currently evaluating the problems and researching the most cost effective solution.
Implementation Date	December 16, 2016



OBSERVATION #3 WITH MANAGEMENT RESPONSE

What We Found	Surplused property is not reviewed for UWF identifying marks prior to auction.
Why the Issue is Important	All identifying marks should be removed from property that is auctioned to the public to limit University liability and reputational risk.
What is Causing the Issue	The Stores/Receiving Manager, PCB, or auctioneer do not review property for UWF distinguishing marks prior to open sale to the public.
What is Expected or Required	■ All identifying marks should be removed before the property is conveyed to the public to limit reputational risk.
What We Suggest	As part of property review for disposal there should be a thorough inspection and removal of all UWF identifying marks.
Responsible Auditees	Myles Sampson, Associate Director, Building and Grounds Services
What Action Management Commits to Do	Building and Grounds Management will thoroughly inspect and remove UWF identification markings after the Property Review Board has approved processed items for surplus.
Implementation Date	May 27, 2016

EXECUTIVE SUMMARY

We audited the Sustainable Economic Development Initiative (SEDI) for the period of July 1, 2014, through December 31, 2015. This audit was included as part of our 2015/16 audit work plan, determined by our annual risk assessment. Our objectives were to evaluate controls over compliance, and internal controls over compliance, with the terms of the agreement with the State Department of Economic Opportunity.

Audit fieldwork began on April 14, 2016, and ended on May 19, 2016. Our audit was conducted in accordance with the Institute of Internal Auditors International *Standards for the Professional Practice of Internal Auditing* and generally accepted auditing standards.

BACKGROUND

The State of Florida Department of Economic Opportunity (DEO) executed a grant agreement with the UWF Office of Economic Development and Engagement (OEDE) in 2011, to provide \$30 million in funding over a three year period. In accordance with the enabling legislation, this agreement was created to promote research and development, commercialization of research, economic diversification, and job creation in the eight Florida counties disproportionately affected by the 2010 Deepwater Horizon oil spill.¹ OEDE launched SEDI to coordinate the expenditure of funds, initially under two separate economic development incentive programs and later under the “Industry Recruitment, Retention, and Expansion Fund.” This incentive program targets projects or business enterprises that bring significant interstate or international competition, whose financial needs cannot be met by other State and economic development incentives.

Throughout the initial three year period, OEDE attempted to identify potential applicants for the funding through a variety of methods, including speaking engagements, the OEDE website, and other media. OEDE staff worked closely with applicants to evaluate their prospects for success. Projects submitted by applicants for funding consideration were expected to have a mix of State or local funding and their own contribution, with SEDI providing the remaining funds needed for the project.

A basic contract template was developed through collaboration between OEDE, the UWF Office of Research and Sponsored Programs (RSP), and the UWF General Counsel, modified for each applicant based on their particular resources and needs. These modifications generally related to the timing of awards (upfront, performance-based, or a hybrid) and collateral available to re-pay if goals were not met (specifically an irrevocable standby letter of credit from a financial institution).

The initial three year period ended on June 30, 2014; however, not all funding had been awarded at that time due to a lack of qualified applicants. DEO and OEDE signed an extension agreement dated June 30,

¹ Bay, Escambia, Franklin, Gulf, Okaloosa, Santa Rosa, Walton, and Wakulla counties.

2014, that allowed for continued awarding of the funds until are expended. The amount of funds expended and on hand as of May 22, 2016:

	Earmarked for Award to Grantees	Earmarked for Overhead	Total
DEO award	\$ 28,500,000	\$ 1,500,000	\$ 30,000,000
Disbursed to grantees for 9 projects	\$ (9,182,656)		\$ (9,182,656)
Administrative overhead spent		\$(1,287,402)	\$ (1,287,402)
Funds clawed back due to unmet performance goals	\$ 454,111	\$ 0	\$ 454,111
Funds on hand	\$ 19,771,455	\$ 212,598	\$ 19,984,053
Less: Obligated for future contractual payments on projects	\$(10,659,250)	\$ 0	\$(10,659,250)
On hand and unencumbered as of May 22, 2016	\$ 9,112,205	\$ 212,598	\$ 9,324,803

OEDE staff has continued their efforts to solicit applicants and to select applicants that meet the criteria established, preferring to maintain the uniform standards rather than risk the award of funding to enterprises that have lesser potential for success. They continue to obtain expert financial advice on each applicant, with a requirement for a return on investment equal to or greater than 150%. Furthermore, applicants must demonstrate the ability to create new jobs that pay wages at a minimum of 85% of the prevailing average wage rate in the applicable county. OEDE has been using SEDI funding to “close the deal”, in that the awardees have been required to show that State and local economic development funds have been used or at least sought, and that a capital contribution is also made by the owner(s). Another OEDE standard is to limit payments to a targeted amount of \$8,000 to \$10,000 per job. They recently computed an average of \$2,234.06 spent per award. Unlike most incentive programs, OEDE requires that grantees provide a standby letter of credit prior to finalizing the contract, thus preserving the SEDI funding in the event that performance goals are not met. All agreements include “claw-back” measures, where re-payment of monies advanced is mandated if contract terms are not met (as noted in the chart above, there have been two such instances totaling \$454,111).

Four contractual agreements have been terminated. Two of these resulted in partial re-payments, while the other two had not received any funding. The terms of another agreement are under modification, for a contractor that has demonstrated some success but is struggling to meet some performance goals.

As first envisioned, this program was not expected to last significantly longer than its three year mandate. It quickly became clear that creating and sustaining jobs, along with the attendant revenue goals and capital investments, will require long term plans of up to 15 years. OEDE continues the search for qualified applicants, while continuously monitoring for contract compliance and acting as a resource for grantees.

OEDE staff with SEDI duties includes an Assistant Vice President, a Director of Special Projects, and a position under conversion to a Director. Currently these positions are supported with E&G and carryforward funding. This group devotes their time to other grants and projects in addition to the SEDI grant. Research and Sponsored Programs (RSP) and General Counsel staff provide assistance in contract

development and monitoring.

Notable Strength

Since 2011 when the grant was first awarded, a team composed of staff from OEDE, RSP, and General Counsel have collaborated on the development of a contract template and standardized requirements for grant awardees. They have over time refined and enhanced the contractual requirements in such a way that facilitates ongoing contract compliance monitoring and provides additional protection for funding. The teamwork and expertise demonstrated by these activities have resulted in a great work product and stronger internal controls over the generation of contracts. They are to be commended.

KEY OBSERVATIONS

1. The agreement between DEO and OEDE included a requirement that quarterly reports be provided to DEO, describing grant activities. In addition, a final report was required at the end of the grant period, June 30, 2014. Since that time, no periodic reports have been submitted to DEO. We contacted the Budget Chief, Division of Finance & Administration, DEO, to confirm that no further reporting of SEDI activities to DEO is required. He responded that DEO is interested in receiving annual reports of grant activities.
2. The DEO agreement allocated \$500,000 per year for the three year grant period, for administrative costs. OEDE contracts with subcontractors extend as far out as 2029, with specific performance required for the subcontractors to receive awards. Interest revenue earned on deposited funds and on hand is currently about \$713,000; the contract allows for this amount to be applied toward administrative costs. Guidance from DEO is needed if any of the remaining approximately \$9 million on hand is to be used for ongoing administrative costs.

Suggested Management Actions

1. OEDE should consult with the DEO Budget Chief and determine the DEO authority to whom an annual reporting should be made, or obtain written verification that no reporting is necessary.
2. If any additional funding is needed for administrative costs going forward, OEDE, RSP, and General Counsel should collaborate on a proposal that describes the need for financial support from the grant for these expenses, and submit the proposal to DEO.

We appreciate the cooperation, professionalism, and responsiveness of the OEDE staff who were involved in the audit.

Respectfully submitted,

Betsy Bowers, Associate Vice President

REPORT PROVIDED TO THE FOLLOWING:

Dr. Judith A. Bense, President
Lewis Bear, Chair BOT
Dick Baker, Chair Audit Committee
Bob Jones, Audit Committee
Greg Britton, Audit Committee
Dr. Martha Saunders, Provost and Executive Vice President
Dr. George Ellenberg, Vice Provost
Dr. Richard Harper, Associate Vice President
Dr. Brice Harris, Assistant Vice President
Dr. Phyllis Pooley, Director
Dr. Mark Rolsch, Director
Pat Lott, General Counsel
Janice Gilley, Governmental Relations
Jim Stultz, Manager, FL Auditor General
Ken Danley, Supervisor, FL Auditor General
Joe Maleszewski, BOG Chief Inspector General
Lori Clark, BOG Compliance and Audit Specialist
Rebecca Luntsford, BOT Liaison



University of
West Florida

*Internal Auditing & Management Consulting
Audit: Sustainable Economic Development Initiative
Report #: UWF15-16_007
Date: June 10, 2016*

**OBSERVATIONS
WITH
MANAGEMENT'S
RESPONSES**

Sustainable Economic Development Initiative
UWF 15-16_007

OBSERVATION #1 WITH MANAGEMENT RESPONSE

What We Found	No periodic report of grant activities has been provided to DEO for activities since June 30, 2014.
Why the Issue is Important	DEO may have been expecting continued periodic updates on grant activities, given the significant amount of funding involved (\$30 million).
What is Causing the Issue	UWF staff made some attempts to determine whether periodic reporting should be continued, but were unable to get a definitive answer from DEO.
What is Expected or Required	  DEO should be kept informed about grant activities.
What We Suggest	OEDE should consult with the DEO Budget Chief and determine the DEO authority to whom an annual reporting should be made, or obtain written verification that no reporting is necessary.
Responsible Auditee	Assistant Vice President Brice Harris and Director Phyllis Pooley
What Action Management Commits to Do	OEDE will initiate discussions with an appropriate representative at the Florida Department of Economic Opportunity (DEO) to confirm whether or not DEO has a desire to receive annual updates from OEDE as to SEDI activities. Should DEO respond in the affirmative, then OEDE will work with DEO to establish the preferred format of such updates and the appropriate office/individual to which said updates should be transmitted. Should DEO respond in the negative, then OEDE will endeavor to obtain written verification to that effect.
Implementation Date	October 1, 2016

OBSERVATION #2 WITH MANAGEMENT RESPONSE

What We Found	The DEO agreement does not delineate how ongoing compliance monitoring and legal review are to be supported.
Why the Issue is Important	Some contracts extend out as far as 2029, with expected disbursements to be paid upon performance, yet no funding has been earmarked to provide for UWF overhead costs to support associated costs.
What is Causing the Issue	Lack of a contract amendment or other written authorization from DEO.
What is Expected or Required	▲ Clarification of DEO expectations about grant funds, going forward should additional funding for administrative costs be needed.
What We Suggest	If any additional funding is needed for administrative costs going forward, OEDE, RSP, and General Counsel should collaborate on a proposal that describes the need for financial support from the grant for these expenses, and submit the proposal to DEO.
Responsible Auditees	Director Phyllis Pooley (OEDE), Assistant VP Mark Roltsch (RSP), and General Counsel Pat Lott
What Action Management Commits to Do	Only funds remaining from the original \$1.5 million administrative cost component, coupled with any and all interest accumulated from the \$28.5 million program funding component, will be used to fund ongoing compliance monitoring by OEDE and RSP. It is anticipated that these funds will be sufficient to support ongoing compliance monitoring for the full duration of all new and existing contracts with subcontractors. However, should new administrative funding requirements arise, OEDE, RSP, and the Office of General Counsel will collaborate on a proposal that describes the need for additional financial support and submit said proposal to DEO.
Implementation Date	June 10, 2016

UWF Board of Trustees Meeting
 Audit & Compliance Committee
 August 17, 2016

Issue: Florida Auditor General Statewide Bright Futures Audit for Fiscal Years 2013/14 - 2014/15

Proposed action: Acceptance

Background information:

The Florida Bright Futures Scholarship Program was established by the Florida Legislature to provide lottery-funded scholarships to reward Florida high school graduates who merit recognition of their academic achievement and enroll in an eligible Florida public postsecondary educational institution within three years of high school graduation. The Florida Auditor General conducted an operational audit of the administration of the Florida Bright Futures Scholarship Program for Florida's public universities and colleges. Florida Statute 1009.53 outlines the Florida Bright Futures program. The Florida Bright Futures Scholarship Program consists of three types of awards¹: the Florida Academic Scholarship, the Florida Medallion Scholarship and the Florida Gold Seal Vocational Scholarship. Monies for these programs are allocated from the state's Education Enhancement Trust Fund (lottery). Our most recent audit was completed for fiscal years ending **June 30, 2014**, and **June 30, 2015**. **There were NO findings for UWF.**

For fiscal year 2013/14, statewide, disbursements to students enrolled in Florida's 12 public universities and 28 public colleges were \$237,608,151 and \$32,152,403, respectively for a total of \$269,760,554. For fiscal year 2014/15, statewide, public universities received \$208,645,765 and public colleges received \$19,919,821 totaling \$228,565,586. UWF's Bright Futures Program figures are as follow (pages 8-9 of the statewide report).

Fiscal Year	Advances		Disbursements	
	From Department	Scholarship Awards to Students	Refunds to Department	Total Disbursements
2013/14	\$5,640,490	\$5,270,652	\$369,838	\$5,640,490
2014/15	\$4,214,784	\$4,065,867	\$148,917	\$4,214,784

Recommendation: Acceptance of the Florida Bright Futures Scholarship Program operational audit report

Implementation Plan: None

Fiscal Implications: UWF's fiscal management of the Florida Bright Futures Scholarship awards

Supporting document: Florida Auditor General Audit Report entitled Administration of the Florida Bright Futures Scholarship Program by Florida's Public Universities and Colleges (Report **NO 2017-002**)
 Website: http://www.myflorida.com/audgen/pages/pdf_files/2017-002.pdf

Prepared by: Betsy Bowers, Associate Vice President, 850-474-2636, bbowers@uwf.edu

Facilitator/Presenter: Betsy Bowers, Associate Vice President

¹ Recipients must be a Florida resident and a U.S. Citizen or eligible noncitizen, earned a standard FL high school diploma. 1) **Florida Academic Scholarship** (High School GPA 3.50, SAT = 1290 or ACT =29 and 100 hrs. service); 2) **Florida Medallion Scholarship** (High School GPA= 3.00, SAT=1170 or ACT=26 and 75 hrs. service); and 3) **Gold Seal Vocational Scholars** can only be used to fund a career education or certificate program

**ADMINISTRATION OF THE
FLORIDA BRIGHT FUTURES
SCHOLARSHIP PROGRAM
BY FLORIDA'S
PUBLIC UNIVERSITIES AND COLLEGES**



Sherrill F. Norman, CPA
Auditor General

This audit was coordinated by Kathy Stich, CPA.

Please address inquiries regarding this report to Jaime N. Hoelscher, CPA, Audit Supervisor, by e-mail at jaimehoelscher@aud.state.fl.us or by telephone at (850) 412-2868.

This report and other reports prepared by the Auditor General are available at:

www.myflorida.com/audgen

Printed copies of our reports may be requested by contacting us at:

State of Florida Auditor General

Claude Pepper Building, Suite G74 • 111 West Madison Street • Tallahassee, FL 32399-1450 • (850) 412-2722

FLORIDA BRIGHT FUTURES SCHOLARSHIP PROGRAM

SUMMARY

This operational audit focused on the administration of the Florida Bright Futures Scholarship Program (Program) by Florida's public universities and colleges (institutions) for the fiscal years ended June 30, 2014, and June 30, 2015, and included a follow-up on findings noted in our report No. 2014-159. Our operational audit disclosed the following:

Finding 1: Six of the 40 institutions did not have effective procedures to ensure that Program funds were timely returned to the Florida Department of Education (FDOE) for courses dropped by students and courses from which students withdrew.

Finding 2: The procedures at 4 of the 40 institutions were not effective to ensure that undisbursed Program funds were timely returned to the FDOE.

Finding 3: Students who received Florida Gold Seal Vocational Scholars (GSVS) awards at an institution used GSVS awards, contrary to State law, to pay for programs other than technical degree education, career certificate, or applied technology programs.

BACKGROUND

The Florida Legislature established the Florida Bright Futures Scholarship Program (Program)¹ to provide lottery-funded scholarships to any Florida high school graduate who merits recognition of high academic achievement and enrolls in a degree, certificate, or applied technology program at an eligible Florida public or private postsecondary educational institution within 3 years of high school graduation. The Program consists of three award types: the Florida Academic Scholarship, the Florida Medallion Scholarship, and the Florida Gold Seal Vocational Scholarship.

For the 2013-14 fiscal year, Florida's 11 public universities and 28 public colleges disbursed Program awards totaling \$269,760,554 to 139,769 students, with the amounts disbursed by the universities and colleges totaling \$237,608,151 and \$32,152,403, respectively. For the 2014-15 fiscal year, Florida's 12 public universities and 28 public colleges disbursed Program awards totaling \$228,565,586 to 116,739 students, with the amounts disbursed by the universities and colleges totaling \$208,645,765 and \$19,919,821, respectively. The \$41 million reduction in the amount of Program awards disbursed and the 23,030 decrease in the number of participating students from the 2013-14 fiscal year to the 2014-15 fiscal year may both be attributed, in part, to more rigorous eligibility requirements (e.g., higher required exam scores) for the 2014-15 fiscal year.

Scholarship award amounts are set in the General Appropriations Act each year and recipients receive a fixed cost per credit hour based on award level, institution type, and credit type. The Florida Department of Education (FDOE) determines the eligibility of students based on general criteria for Program awards and specific criteria for the scholarship type. After students qualify for an award, they must continue to meet eligibility criteria for renewal awards. Renewal awards eligibility criteria include achieving and

¹ Section 1009.53, Florida Statutes.

maintaining specified grade point averages and completing at least 24 semester credit hours in the last academic year in which the student earned a scholarship. *EXHIBIT A* to this report provides a summary of the advances and disbursements reported by each institution for the 2013-14 and 2014-15 fiscal years.

The FDOE is responsible for administering the Program disbursement and reconciliation process. Each term, the FDOE provides to the institutions a list of eligible students and advances scholarship moneys for disbursement to the students enrolled at the respective institution. The institutions are to verify that the students have enrolled in the required number of hours to receive the scholarship, calculate the amount of the disbursement based on the type of scholarship for which the student was eligible, and disburse the money to the student. Any moneys not disbursed to eligible students must be returned to the FDOE within 60 days after the end of the regular registration period. Also, unless the FDOE grants a student an exception, institutions must return Program funds to the FDOE within 30 days after the end of a semester for courses dropped by a student or from which a student has withdrawn after the end of the drop and add period. The institutions are also required to report disbursements, enrolled hours, earned hours, and grade point averages to the FDOE.

FINDINGS AND RECOMMENDATIONS

Finding 1: Return of Funds

State law² requires an institution to make a refund to the FDOE within 30 days after the end of a semester of any Program funds received for courses dropped by a student or courses from which a student has withdrawn after the end of the drop and add period, unless the FDOE has granted the student an exception. For each of the 2013-14 and 2014-15 fiscal years, the institutions returned to the FDOE Program funds totaling approximately \$3 million for courses dropped by students and courses from which students withdrew.

As part of our audit, we evaluated the timeliness of the institutions' refunds to the FDOE. Our tests disclosed that most of the 40 institutions timely returned funds to the FDOE as required; however, 6 institutions did not have effective procedures to ensure that Program funds were returned to the FDOE within the 30-day timeline. Table 1 identifies the 6 institutions, the semesters for which the Program funds were received, the amounts untimely returned, and, for each applicable semester, the number of days late.

² Section 1009.53(5)(a), Florida Statutes.

**Table 1
Untimely Return of Program Funds**

No.	Institution	Fall 2013		Spring 2014		Summer 2014 ^a		Fall 2014		Spring 2015		Summer 2015 ^a	
		Days		Days		Days		Days		Days		Days	
		Amount	Late	Amount	Late	Amount	Late	Amount	Late	Amount	Late	Amount	Late
1	Florida Polytechnic University ^b	\$ -	-	\$ -	-	\$ -	-	\$ -	-	\$31,785	15	\$ -	-
2	University of Florida	-	-	-	-	28,806	449	-	-	-	-	28,099	144
3	University of South Florida	92,587	16	-	-	-	-	-	-	-	-	-	-
4	Palm Beach State College	-	-	20,938	6 to 101	-	-	-	-	-	-	-	-
5	Pasco-Hernando State College	11,847	23	-	-	-	-	1,071	143	-	-	-	-
6	State College of Florida, Manatee-Sarasota	12,831	45	-	-	-	-	9,575	55	-	-	-	-

^a Section 1009.215, Florida Statutes, only authorizes University of Florida students in a student enrollment pilot program to receive Program awards for the summer term.

^b No students attended Florida Polytechnic University during the 2013-14 fiscal year.

In response to our inquiries, personnel at the 6 institutions indicated that the delayed returns occurred due to staff changes at 1 institution and because of procedural difficulties, such as system programming errors, at the other 5 institutions. The University of South Florida was noted in a similar finding in our report No. 2014-159.

Recommendation: Management at the applicable institutions should enhance procedures to ensure that Program funds are timely returned to the FDOE for courses dropped by a student or courses from which a student has withdrawn after the end of the drop and add period.

Finding 2: Return of Undisbursed Advances

State law³ requires an institution receiving Program funds to return any undisbursed advances to the FDOE within 60 days after the end of regular registration for the respective semester. The institutions refunded to the FDOE undisbursed advances totaling \$7 million for the 2013-14 fiscal year and \$2 million for the 2014-15 fiscal year.

Our tests disclosed that, although most of the 40 institutions timely returned undisbursed Program funds to the FDOE when required, 4 institutions did not have effective procedures to ensure that undisbursed Program funds were returned within the 60-day time frame. Table 2 identifies the 4 institutions, the semesters for which the Program funds were received, the amounts untimely returned, and, for each applicable semester, the number of days late.

³ Section 1009.53(5)(b), Florida Statutes.

Table 2
Untimely Return of Undisbursed Program Advances

No.	Institution	Fall 2013		Spring 2014		Spring 2015	
		Amount	Days Late	Amount	Days Late	Amount	Days Late
1	University of South Florida	\$261,117	22	\$ -	-	\$ -	-
2	Broward College	-	-	-	-	4,194	11
3	Hillsborough Community College	-	-	47,053	9	-	-
4	Seminole State College of Florida	72,150	70	22,053	91	5,373	58

As similarly disclosed in Finding 1, personnel at the institutions indicated that the delayed returns occurred due to staff changes at 1 institution and because of procedural difficulties, such as not understanding the 60-day requirement, at the other 3 institutions. The Seminole State College of Florida was noted in a similar finding in our report No. 2014-159.

Recommendation: Management at the applicable institutions should implement or enhance procedures to ensure that undisbursed Program funds are timely returned to the FDOE.

Finding 3: Student Eligibility

State law⁴ establishes the award amounts for the Florida Gold Seal Vocational Scholars (GSVS) award. Students who were initially eligible for that award in the 2012-13 academic year and thereafter may earn a GSVS award for a maximum of 72 credit hours in a technical degree education or a career certificate program or a maximum of 60 hours in an applied technology program.

As part of our audit, we evaluated the Program awards process at the 40 institutions. We found that the institutions had established controls that generally promoted the proper award of Program funds. However, we also found that Seminole State College of Florida (SSCF) controls over student eligibility for GSVS awards could be enhanced. Specifically, our tests of the eligibility of 22 SSCF students awarded GSVS funds totaling \$21,752 disclosed that, contrary to State law, 11 of the students used GSVS awards totaling \$6,420 to pay for programs (e.g., associate of arts) other than technical degree education, career certificate, or applied technology. During the 2013-14 and 2014-15 fiscal years, the SSCF disbursed GSVS awards totaling \$48,536 to 88 students.

In response to our inquiries, SSCF personnel indicated that these errors occurred because SSCF procedures did not ensure that GSVS award recipients enroll in qualifying programs or that GSVS funds are refunded to the FDOE if not used for those programs. Subsequent to our inquiry, SSCF personnel conducted a review for the 2013-14 and 2014-15 fiscal years and identified 8 additional students awarded GSVS funds totaling \$4,451 who used the awards to pay for programs other than technical degree education, career certificate, or applied technology. As a result of our tests and the SSCF review, SSCF returned GSVS funds totaling \$10,871 to the FDOE.

Recommendation: The SSCF should establish procedures to ensure that GSVS award recipients enroll in qualifying programs. If a student uses GSVS awards for other than a qualifying program, the SSCF should promptly refund the GSVS funds to the FDOE.

⁴ Section 1009.536(4)(c), Florida Statutes.

PRIOR AUDIT FOLLOW-UP

The public universities and colleges had taken corrective actions for findings included in previous audit reports of the institutions' administration of the Florida Bright Futures Scholarship Program, except as noted in Findings 1 and 2 and shown in Table 3.

Table 3
Institutions Also Noted in Previous Audit Report Findings

Institution	Finding	Audit Report No. 2014-159 Finding No.	Audit Report No. 2012-090
University of South Florida	1	1	Not Applicable
Seminole State College	2	2	Not Applicable

OBJECTIVES, SCOPE, AND METHODOLOGY

The Auditor General conducts operational audits of governmental entities to provide the Legislature, Florida's citizens, public entity management, and other stakeholders unbiased, timely, and relevant information for use in promoting government accountability and stewardship and improving government operations. Pursuant to Section 1009.53(5)(c), Florida Statutes, in connection with our financial audits conducted pursuant to Section 11.45(2)(c), Florida Statutes, we conducted an operational audit of the administration of the Bright Futures Scholarship Program (Program) by the State's 11 universities and 28 colleges for the fiscal year ended June 30, 2014, and by the State's 12 universities and 28 colleges for the fiscal year ended June 30, 2015.

We conducted this operational audit from August 2015 to April 2016 in accordance with generally accepted government auditing standards. Those standards require that we plan and perform the audit to obtain sufficient, appropriate evidence to provide a reasonable basis for our findings and conclusions based on our audit objectives. We believe that the evidence obtained provides a reasonable basis for our findings and conclusions based on our audit objectives.

The objectives of this operational audit were to:

- Determine the extent to which the institutions administered Program funds in accordance with applicable laws, rules, and other guidelines relating to the Program; properly accounted for funds received and distributed through the Program; maintained and prepared reliable financial records and reports; and safeguarded Program assets.
- Determine whether management had taken corrective actions for findings included in our report No. 2014-159.
- Identify statutory and fiscal changes that may be recommended to the Legislature pursuant to Section 11.45(7)(h), Florida Statutes.

Our audit was designed to identify, for the activities or functions of the Program included within the scope of our audit, weaknesses in management's internal controls; instances of noncompliance with applicable laws, rules, regulations, and other guidelines; and instances of inefficient or ineffective operational policies, procedures, or practices. The focus of this audit was to identify problems so that they may be corrected in such a way as to improve government accountability and efficiency and the stewardship of

management. Professional judgment has been used in determining significance and audit risk and in selecting the particular transactions, legal compliance matters, records, and controls considered.

As described in more detail below, for the activities and functions of the Program included within the scope of our audit, our audit work included, but was not limited to, communicating to management and those charged with governance the scope, objectives, timing, overall methodology, and reporting of our audit; obtaining an understanding of the Program, exercising professional judgment in considering significance and audit risk in the design and execution of the research, interviews, tests, analyses, and other procedures included in the audit methodology; obtaining reasonable assurance of the overall sufficiency and appropriateness of the evidence gathered in support of our audit findings and conclusions; and reporting on the results of the audit as required by governing laws and auditing standards.

Our audit included the selection and examination of records and transactions. Unless otherwise indicated in this report, these records and transactions were not selected with the intent of projecting the results, although we have presented for perspective, where practicable, information concerning relevant population value or size and quantifications relative to the items selected for examination.

An audit by its nature does not include a review of all records and actions of agency management, staff, and vendors, and as a consequence, cannot be relied upon to identify all instances of noncompliance, fraud, waste, abuse, or inefficiency.

In conducting our audit we:

- From the population of 256,508 students who received \$498,326,140 in Program funds during the 2013-14 and 2014-15 fiscal years, examined documentation supporting awards made for 554 students⁵ selected from all 40 institutions to:
 - Determine whether the students were properly classified as to residency; had earned high school diplomas; and were enrolled in a minimum of 6 credit hours and no more than 45 credit hours.
 - Determine whether the students were awarded the proper amount for the award earned.
 - Verify the accuracy of credit hours earned and the cumulative grade point averages shown on the grade and hour reports submitted to the FDOE.
 - Determine whether each institution timely filed its grade and hour reports with the FDOE.
- Examined institution records for the 2013-14 and 2014-15 fiscal years to determine whether each institution filed Disbursement Eligibility Reports with the FDOE within 30 days of the last day of the drop and add period for each term.
- Examined institution records for the 2013-14 and 2014-15 fiscal years to determine whether the institutions refunded to the FDOE, within 30 days after the end of the semester, funds received for courses a student had dropped or withdrawn.
- Examined institution records for the 2013-14 and 2014-15 fiscal years to determine whether each institution returned unused Program funds to the FDOE within 60 days of the last day of the drop and add period.
- Communicated on an interim basis with applicable officials to ensure the timely resolution of issues involving controls and noncompliance.

⁵ We initially selected for testing awards made to 10 students at each of the 40 institutions. The number of awards selected for testing was subsequently expanded at 9 institutions.

- Performed various other auditing procedures, including analytical procedures, as necessary, to accomplish the objectives of the audit.
- Prepared and submitted for management response the findings and recommendations that are included in this report and which describe the matters requiring corrective actions. Management's response is included in this report under the heading **MANAGEMENT'S RESPONSE**.

AUTHORITY

Section 1009.53(5)(c), Florida Statutes, requires the Auditor General to conduct an operational audit of the administration of the Florida Bright Futures Scholarship Program by Florida's public universities and colleges. Pursuant to the provisions of Section 11.45, Florida Statutes, I have directed that this report be prepared to present the results of our operational audit.



Sherrill F. Norman, CPA
Auditor General

EXHIBIT A

SUMMARY OF FLORIDA BRIGHT FUTURES SCHOLARSHIP PROGRAM ADVANCES AND DISBURSEMENTS BY STATE UNIVERSITY AND COLLEGE

FOR THE FISCAL YEAR ENDED JUNE 30, 2014

No.	Institution	Advances ^a		Disbursements ^a		Disbursements Under Advances
		From Department	Awards to Students	Refunds to Department	Total Disbursements	
1	Florida Agricultural and Mechanical University	\$ 2,782,232	\$ 2,428,133	\$ 354,099	\$ 2,782,232	\$ -
2	Florida Atlantic University	12,653,899	11,993,300	658,182	12,651,482	2,417 ^b
3	Florida Gulf Coast University	8,791,375	8,365,516	425,859	8,791,375	-
4	Florida International University	18,684,418	18,479,524	201,474	18,680,998	3,420 ^b
	Florida Polytechnic University ^c	-	-	-	-	-
5	Florida State University	43,261,895	43,226,253	35,642	43,261,895	-
6	New College of Florida	1,983,468	1,823,601	159,867	1,983,468	-
7	University of Central Florida	45,670,391	44,913,380	757,011	45,670,391	-
8	University of Florida	61,790,754	59,884,300	1,842,858	61,727,158	63,596 ^b
9	University of North Florida	10,324,076	10,014,938	309,138	10,324,076	-
10	University of South Florida	31,777,417	31,208,554	568,863	31,777,417	-
11	University of West Florida	5,640,490	5,270,652	369,838	5,640,490	-
11	Total Public State Universities	243,360,415	237,608,151	5,682,831	243,290,982	69,433
1	Broward College	1,944,955	1,711,942	233,013	1,944,955	-
2	Chipola College	507,496	459,541	47,955	507,496	-
3	College of Central Florida	1,083,971	842,649	241,322	1,083,971	-
4	Daytona State College	1,235,824	1,068,580	167,244	1,235,824	-
5	Eastern Florida State College	1,607,363	1,305,299	302,064	1,607,363	-
6	Edison State College	1,034,408	860,725	173,683	1,034,408	-
7	Florida Gateway College	329,207	304,113	25,094	329,207	-
8	Florida Keys Community College	74,727	60,228	14,499	74,727	-
9	Florida State College at Jacksonville	1,807,443	1,550,011	257,432	1,807,443	-
10	Gulf Coast State College	732,255	643,130	89,125	732,255	-
11	Hillsborough Community College	2,043,653	1,756,338	287,315	2,043,653	-
12	Indian River State College	1,392,158	1,247,044	145,114	1,392,158	-
13	Lake-Sumter State College	674,633	613,617	61,016	674,633	-
14	Miami Dade College	3,523,496	3,075,941	447,555	3,523,496	-
15	North Florida Community College	151,052	121,600	29,452	151,052	-
16	Northwest Florida State College	664,642	595,139	69,503	664,642	-
17	Palm Beach State College	1,617,097	1,468,647	148,450	1,617,097	-
18	Pasco-Hernando State College	1,019,228	898,026	121,202	1,019,228	-
19	Pensacola State College	1,003,285	878,298	124,987	1,003,285	-
20	Polk State College	898,033	805,453	92,580	898,033	-
21	St. Johns River State College	734,920	683,291	51,629	734,920	-
22	St. Petersburg College	1,965,387	1,738,360	227,027	1,965,387	-
23	Santa Fe College	2,344,195	2,146,633	196,743	2,343,376	819 ^b
24	Seminole State College of Florida	1,558,978	1,478,193	80,785	1,558,978	-
25	South Florida State College	266,553	237,819	28,734	266,553	-
26	State College of Florida, Manatee-Sarasota	1,162,774	1,039,560	123,214	1,162,774	-
27	Tallahassee Community College	1,799,741	1,545,472	253,197	1,798,669	1,072 ^b
28	Valencia College	3,572,413	3,016,754	555,659	3,572,413	-
28	Total Public State Colleges	36,749,887	32,152,403	4,595,593	36,747,996	1,891
39	Total	\$ 280,110,302	\$ 269,760,554	\$ 10,278,424	\$ 280,038,978	\$ 71,324

Notes: ^a Amounts reported by institutions as of December 31, 2014.

^b Amount subsequently refunded to the FDOE for student withdrawals and accounting record adjustments.

^c No students attended this University during the 2013-14 fiscal year.

**SUMMARY OF FLORIDA BRIGHT FUTURES SCHOLARSHIP PROGRAM
ADVANCES AND DISBURSEMENTS BY STATE UNIVERSITY AND COLLEGE**

FOR THE FISCAL YEAR ENDED JUNE 30, 2015

No.	Institution	Advances ^a	Disbursements ^a			Disbursements Under Advances
		From Department	Awards to Students	Refunds to Department	Total Disbursements	
1	Florida Agricultural and Mechanical	\$ 1,849,316	\$ 1,713,375	\$ 135,941	\$ 1,849,316	\$ -
2	Florida Atlantic University	9,037,586	8,795,149	242,206	9,037,355	231 ^b
3	Florida Gulf Coast University	6,907,914	6,610,137	297,345	6,907,482	432 ^b
4	Florida International University	14,694,497	14,401,960	291,919	14,693,879	618 ^b
5	Florida Polytechnic University	538,484	505,929	32,555	538,484	-
6	Florida State University	39,697,740	39,452,649	243,370	39,696,019	1,721 ^b
7	New College of Florida	1,926,986	1,785,474	141,512	1,926,986	-
8	University of Central Florida	39,385,409	39,365,186	20,223	39,385,409	-
9	University of Florida	58,760,879	57,095,462	1,611,975	58,707,437	53,442 ^b
10	University of North Florida	8,473,289	8,233,158	240,131	8,473,289	-
11	University of South Florida	27,006,774	26,621,419	385,355	27,006,774	-
12	University of West Florida	4,214,784	4,065,867	148,917	4,214,784	-
12	Total Public State Universities	212,493,658	208,645,765	3,791,449	212,437,214	56,444
1	Broward College	1,120,367	1,041,208	79,159	1,120,367	-
2	Chipola College	374,373	366,936	7,437	374,373	-
3	College of Central Florida	603,252	549,017	54,235	603,252	-
4	Daytona State College	723,163	722,347	816	723,163	-
5	Eastern Florida State College	955,854	852,182	103,672	955,854	-
6	Florida Gateway College	225,940	218,667	7,273	225,940	-
7	Florida Keys Community College	39,117	35,028	4,089	39,117	-
8	Florida SouthWestern State College (Formerly Edison State College)	610,424	581,273	29,151	610,424	-
9	Florida State College at Jacksonville	1,014,411	969,711	44,700	1,014,411	-
10	Gulf Coast State College	453,227	427,932	25,295	453,227	-
11	Hillsborough Community College	1,018,434	959,164	59,270	1,018,434	-
12	Indian River State College	867,727	825,913	41,814	867,727	-
13	Lake-Sumter State College	452,893	430,164	22,729	452,893	-
14	Miami Dade College	1,801,537	1,734,460	67,077	1,801,537	-
15	North Florida Community College	88,383	80,798	7,585	88,383	-
16	Northwest Florida State College	393,442	376,214	17,228	393,442	-
17	Palm Beach State College	911,440	848,989	61,695	910,684	756 ^b
18	Pasco-Hernando State College	611,343	587,603	23,740	611,343	-
19	Pensacola State College	492,418	477,857	14,561	492,418	-
20	Polk State College	558,626	541,869	16,757	558,626	-
21	St. Johns River State College	494,473	463,392	31,081	494,473	-
22	St. Petersburg College	1,215,351	1,154,299	61,052	1,215,351	-
23	Santa Fe College	1,539,641	1,483,286	56,355	1,539,641	-
24	Seminole State College of Florida	927,610	918,463	9,147	927,610	-
25	South Florida State College	165,388	155,841	9,547	165,388	-
26	State College of Florida, Manatee-Sarasota	604,730	578,043	26,687	604,730	-
27	Tallahassee Community College	1,006,631	936,254	70,377	1,006,631	-
28	Valencia College	1,803,358	1,602,911	200,447	1,803,358	-
28	Total Public State Colleges	21,073,553	19,919,821	1,152,976	21,072,797	756
40	Total	\$233,567,211	\$228,565,586	\$ 4,944,425	\$233,510,011	\$ 57,200

Notes: ^a Amounts reported by institutions as of December 31, 2015.

^b Amount subsequently refunded to the FDOE for student withdrawals and accounting record adjustments.

MANAGEMENT'S RESPONSE

FLORIDA POLYTECHNIC UNIVERSITY

June 14, 2016

Sherrill F. Norman, CPA
Auditor General
Claude Denson Pepper Building, Suite G74
111 West Madison Street
Tallahassee, Florida 32399-1450

Dear Ms. Norman,

Florida Polytechnic University acknowledges the Florida Auditor General's Preliminary and Tentative Audit Findings. Please find the university's response below.

Finding no. 1: Six of the 40 institutions did not have effective procedures to ensure that Program funds were timely returned to the Florida Department of Education (FDOE) for courses dropped by students and courses from which students withdrew.

Florida Polytechnic University Response: Florida Poly concurs with the finding, and has taken corrective measures to ensure that unearned funds are returned to the Florida Department of Education by the due date set:

- FDOE due dates have been added to the shared Financial Aid calendar
- FDOE due dates have been added to all individual financial aid personnel calendars
- FDOE due dates have been added to the Bursar and Registrar calendars
- Regular announcements will be sent to Faculty and Registrar advising that unearned grades must be officially posted before the end of the semester
- The Office of Financial Aid and the Finance Department have consulted, and agreed, that unearned funds will be transmitted back to the FDOE within 24 hours of Refund Transmittal Form completion

If you should have any questions or concerns please contact Mr. Eric Callueng, Director of Financial Aid, at (863)874-8751.

Sincerely,



Dr. Randy K. Avent
President

Office of Admissions

4700 Research Way, Lakeland, FL 33805-8531 | 1.800.585.7659 (POLY) | FLPoly.org



Office of the Vice President
and Chief Financial Officer
Finance and Accounting Division
University Controller's Office
<http://fa.ufl.edu/uco/>

207 Tigert Hall
PO Box 113200
Gainesville, FL 32611-3200
352-392-1321
352-392-4760 Fax

June 27, 2016

Sherrill F. Norman, CPA
Auditor General
Office of the Auditor General
111 West Madison Street
G74 Claude Pepper Building
Tallahassee, FL 32399-1450

Dear Ms. Norman,

This letter is in response to your correspondence dated May 31, 2016, concerning the audit of the Florida Bright Futures Scholarship Program for the fiscal years ended June 30, 2014 and June 30, 2015. Only Finding 1 applies to the University of Florida.

Finding 1: Six of the 40 institutions did not have effective procedures to ensure that Program funds were timely returned to the Florida Department of Education (FDOE) for courses dropped by students and courses from which students withdrew.

University's Response: The University agrees with the Auditor General's finding. As a result of the finding, the UF Office for Student Financial Affairs (SFA) has implemented new procedures to electronically alert both the staff responsible for the submission and the SFA management team. Beginning 30 days prior to the required submission date, notifications will be sent on a weekly basis to staff and the management team.

Your staff's assistance is greatly appreciated.

Sincerely,

A handwritten signature in black ink that reads "Alan M. West".

Alan M. West
Assistant Vice President and University Controller

The Foundation for The Gator Nation
An Equal Opportunity Institution

cc: Dr. Kent Fuchs, President, University of Florida
University of Florida Board of Trustees
Dr. Joseph Glover, Provost and Sr. Vice President for Academic Affairs
Mr. Michael V. McKee, Vice President and Chief Financial Officer
Brian Mikell, Chief Audit Executive
Richard Wilder, Director, Student Financial Affairs



June 13, 2016

Ms. Sherrill F. Norman
Auditor General, State of Florida
Claude Pepper Building, Suite G74
111 West Madison Street
Tallahassee, FL 32399-1450

Dear Ms. Norman:

Please see enclosed the University of South Florida System responses for those audit findings related to the University that are included in the 2014 and 2015 Florida Bright Futures Scholarship Program Audit prepared by your office.

If you have any questions or require additional information, please contact Jennifer Condon, University Controller, at 813-974-6061.

Sincerely,

A handwritten signature in blue ink, appearing to read "Nick J. Trivunovich", written over a circular stamp or seal.

Nick J. Trivunovich
Vice President for Business and Finance

Enclosure

Copy to: Dr. Judy Genshaft
John Long
Dr. Ralph Wilcox
Dr. Paul Dosal
Jennifer Condon
Debra Gula

OFFICE OF THE USF SYSTEM VICE PRESIDENT OF BUSINESS & FINANCE
University of South Florida • 4202 East Fowler Avenue, CGS401 • Tampa, FL 33620
www.system.usf.edu

University of South Florida
Response to Preliminary and Tentative Finding of the 2014/2015 Florida Bright Futures Scholarship
Program Audit
Conducted by the Auditor General's Office

Return of Funds

Finding No. 1: Six of the forty institutions did not have effective procedures to ensure that Program funds were timely returned to the Florida Department of Education (FDOE) for courses dropped by students and courses for which students withdrew.

Recommendation: Management at the applicable institutions should enhance procedures to ensure that Program refunds are timely returned to the FDOE for courses dropped by a student or courses from which a student has withdrawn after the end of the drop and add period.

Management's Response: University Scholarships & Financial Aid Services has enhanced the monitoring report tools and procedures used to identify courses dropped/withdrawn that were paid for with Bright Futures funds. The enhanced monitoring is used before, during and after each term to timely return funds.

Implementation Date: January 1, 2015
Responsible Party: Billie Jo Hamilton, 813/974-3039

Return of Undisbursed Advances

Finding No. 2: The procedures at four of the forty institutions were not effective to ensure that undisbursed Program funds were timely returned to the FDOE.

Recommendation: Management at the applicable institutions should implement or enhance procedures to ensure that undisbursed Program funds are timely returned to the FDOE.

Management's Response: The University Controller's Office has enhanced procedures for processing and monitoring timely return of funds for all State of Florida programs, including Bright Futures, addressing the end of term requirement and end of year reconciliation deadlines.

Implementation Date: January 1, 2015
Responsible Party: Jennifer Condon, 813/974-7696



Office of Student Financial Services
Willis Holcombe Center
110 and 225 East Las Olas Blvd.
Fort Lauderdale, FL 33301

June 30, 2016

Sherrill F. Norman, CPA
Auditor General
State of Florida
Claude Denson Pepper Building, Suite G74
111 West Madison Street
Tallahassee, Florida 32399-1450

RE: Administration of the Florida Bright Futures Scholarship Program
Fiscal Years Ended June 30, 2014 and June 30, 2015

State Auditor Norman:

Contained in this letter is the written statement of explanation concerning the finding, including the proposed corrective action.

Explanation of the Finding

Broward College is listed under Finding 2: Return of Undisbursed Advances for the Operational Audit of the Florida Bright Futures Scholarship Program for the Fiscal Years Ended June 30, 2014 and June 30, 2015. Finding 2 cites that "state law requires an institution receiving Program funds to return any undisbursed advances to the FDOE within 60 days after the end of regular registration for the respective semester". Broward College was found to have returned \$4,194 for the Spring 2015 semester 11 days late when it requested a return of funds on May 21, 2015, and generated a check dated May 27, 2015.

Summary:

Broward College understands that it misclassified the refund as "unused" funds, when the refunds were in fact for withdrawn students. This was a system error, and this has been corrected.

If you have any questions, please contact either Marielena DeSanctis, Vice-President of Student and Academic Affairs or Theresa Cowan, Associate Vice-President of Financial Aid.

Sincerely,

A handwritten signature in blue ink that reads 'Marielena P. DeSanctis'.

Marielena P. DeSanctis, Ph.D.
Vice-President, Student and Academic Affairs



hccfl.edu

Hillsborough Community College

June 21, 2016

Sherrill F. Norman, CPA
Auditor General
State of Florida
Claude Denson Pepper Building, Suite G74
111 West Madison Street
Tallahassee, Florida 32399-1450

Dear Ms. Norman,

Please find our response to the preliminary and tentative findings related to the audit of Florida Bright Futures Scholarship for the fiscal years ended June 30, 2014 and June 30, 2015.

Finding: Procedures at 4 of the 40 institutions were not effective to ensure that undisbursed program funds were timely returned to the FDOE.

Recommendation: Management at the applicable institutions should implement or enhance procedures to ensure that undisbursed Program funds are timely returned to the FDOE.

Response: Hillsborough Community College concurs with this finding. The College has enhanced our procedures to ensure that funds are returned to FDOE by the required timeframe.

Please feel free to contact Al Erdman, Vice President for Administration and CFO with any questions at 813-253-7015, or at ardman2@hccfl.edu.

Sincerely,

A handwritten signature in black ink, appearing to read 'Ken Atwater', is written over a horizontal line.

Dr. Ken Atwater
College President

Cc: District Board of Trustees
Mr. Al Erdman
Dr. Kenneth Ray

Dr. Gwendolyn W. Stephenson District Administration Center • 39 Columbia Drive, Tampa, FL 33606

June 15, 2016

Ms. Sherrill F. Norman, CPA
Auditor General
Claude Denson Pepper Building, Suite G74
111 West Madison Street
Tallahassee, FL 32399-1450

Dear Ms. Norman:

On May 31, 2016, we received the preliminary and tentative audit findings and recommendations for an operational audit of the administration of The Florida Bright Futures Scholarship Program by Florida's Public Universities and Colleges of Palm Beach State College for the Fiscal Years Ended June 30, 2014 and June 30, 2015. The recommendations identified in the audit will be used to improve the operations of the College in the future.

Our response to the findings are attached. Please contact Mr. Richard A. Becker, Vice President of Administration and Business Services, at (561)-868-3137, if additional information is needed.

Sincerely,



Ava L Parker, J.D.
President

Attachment

cc: District Board of Trustees
Richard A. Becker
Diana Garza

**Palm Beach State College Response to the Auditor General's Audit of The Florida
Bright Futures Scholarship Program by Florida's Public Universities and Colleges of
Palm Beach State College for the Fiscal Years Ended June 30, 2014 and June 30, 2015**

Florida Bright Future Scholarship Program

Return of Funds

Finding: State law requires an institution to make a refund to the FDOE within 30 days after the end of a semester of any Program funds received for courses dropped by a student or courses from which a student has withdrawn after the end of the drop and add period, unless the FDOE has granted the student an exception. For each of the 2013-14 and 2014-15 fiscal years, the institutions returned to the FDOE Program funds totaling approximately \$3 million for courses dropped by students and courses from which students withdrew.

As part of our audit, we evaluated the timeliness of the institutions' refunds to the FDOE. Our tests disclosed that most of the 40 institutions timely returned funds to the FDOE as required; however, 6 institutions did not have effective procedures to ensure that Program funds were returned to the FDOE within the 30-day timeline. Table 1 identifies the 6 institutions, the semesters for which the Program funds were received, the amounts untimely returned, and, for each applicable semester, the number of days late.

Response: State law requires an institution to make a refund to the FDOE within 30 days after the end of a semester of any Program funds received for courses dropped by a student or courses from which a student has withdrawn after the end of the drop add period. Institutions are required to submit a year-end audit by June 30.

The College administered 1,029 Bright Future awards, totaling approximately \$675,010.00. Due to a procedural error, Palm Beach State College submitted the spring 2014 end of term audit with the year-end audit. This mistake resulted in a 6 day delay in returning spring term funds in the amount of \$20,794 to the Office of Student Financial Aid (OSFA), the division within the Florida Department of Education responsible for administering Bright Futures. The spring term 2014 refund was due to OSFA by 6/6/2014, 30 days after the end of the term. Bright Futures funds are distributed to students fall and spring term. A year-end reconciliation is due by June 30 each year. Palm Beach State College in error, submitted the spring refund and the year-end reconciliation on 6/12/2014. This resulted in the spring 2014 refund being 6 days after the 6/6/14 due date and the year-end reconciliation 18 days before the 6/30/14 due date.

In addition, one student was not reported due to a unique system programming error. A spring 2014 refund in the amount of \$144 was submitted to OSFA for this student on 9/15/2014 as soon as the error was identified, resulting in a 101 day delay.

The Palm Beach State College Office of Financial Aid has changed its protocols to ensure that the Florida Bright Futures Program refund reconciliation is submitted as soon as the spring term ends and within the 30 day regulation. The office also created additional reports to verify that all applicable students are properly identified in the automated processes.



June 22, 2016

Ms. Sherrill F. Norman
Auditor General
Claude Denson Pepper Bldg. Suite G74
111 West Madison Street
Tallahassee, FL 32399-1450

Re: Preliminary and Tentative Audit Findings – Bright Futures Scholarship Program

Dear Ms. Norman:

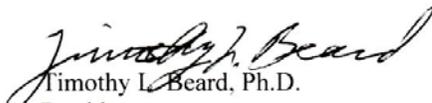
This letter is in response to the audit finding related to the operational audit of the College’s administration of the Bright Futures Scholarship Program. Below is the College’s official response:

Finding 1: Return of Funds

PHSC concurs with the audit finding. The financial aid office currently reviews a withdrawal report every week; however some students were missed due to timing of the student’s withdrawal. The MIS department has created a new comprehensive report that will identify all students who have withdrawn after the drop/add period each semester. The financial aid office will review this report at the end of each semester and continue to review the weekly reports to insure program funds are reported to the State in a timely manner.

Should you have any questions regarding our response, please feel free to contact Mr. Ken Burdzinski, Vice President of Administration and Finance, at (727) 816-3412 or at burdzink@phsc.edu.

Sincerely,


Timothy L. Beard, Ph.D.
President

c: K. Burdzinski
R. Shanafelt

East Campus
36727 Blanton Road
Dade City, FL 33523
352.567.6701

North Campus
11415 Ponce de Leon Boulevard
Brooksville, FL 34601
352.796.6726

**Porter Campus
at Wiregrass Ranch**
2727 Mansfield Boulevard
Wesley Chapel, FL 33543
813.527.6615

Spring Hill Campus
450 Beverly Court
Spring Hill, FL 34606
352.688.8798

West Campus/District Office
10230 Ridge Road
New Port Richey, FL 34654
727.847.2727

AN EQUAL ACCESS/EQUAL OPPORTUNITY INSTITUTION



100 Weldon Boulevard | Sanford, FL 32773-6199 | 407.708.4722 | seminolestate.edu

June 23, 2016

Sherrill F. Norman
Auditor General
Claude Denson Pepper Building, Suite G74
111 West Madison Street
Tallahassee, Florida 32399-1450

Dear Ms. Norman:

We are providing this letter in response to the preliminary and tentative findings and recommendations from the operational audit of the Administration of the Florida Bright Futures Scholarship Program for the Fiscal Years Ended June 30, 2014 and June 30, 2015. In your report Finding 1 does not pertain to Seminole State College, so no response is given. Our actual and proposed corrective actions for Finding 2 and Finding 3 are detailed below:

In response to Audit Finding 2: Return of Undisbursed Advances –

Seminole State College has created a separate State Reporting and Refund Calendar that is now monitored by a minimum of two staff members in order to ensure that the return of funds will take place prior to the established deadlines.

In response to Audit Finding 3: Student Eligibility –

Effective in the Fall of 2016 Seminole State College has implemented a system change that will limit awarding of the Florida Gold Seal Scholarship to only those students who are in the correct programs.

If you have any further questions regarding this matter, please contact Judith Cooper, Associate Vice President, Financial Services, cooperja@seminolestate.edu or at (407) 708-2138.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Joseph A. Sarnovsky'.

Dr. Joseph A. Sarnovsky
Executive Vice President/Chief Financial Officer

Altamonte Springs | Geneva | Heathrow | Oviedo | Sanford/Lake Mary
A Diverse Learning Community | An Equal Access/Equal Opportunity College



STATE COLLEGE OF FLORIDA, MANATEE-SARASOTA

OFFICE OF THE PRESIDENT
Carol F. Probstfeld, Ed.D.

June 15, 2016

Sherrill F. Norman, CPA
Auditor General
State of Florida
3505 East Frontage Rd, Suite 350
Tampa, FL 33607

Dear Ms. Norman:

Enclosed is our response to the Preliminary and Tentative Findings and Recommendations on our Bright Futures Scholarship Program audit for the State College of Florida, Manatee-Sarasota for the fiscal year ended June 30, 2014 and June 30, 2015.

Please let me know if you have questions or need additional information.

Sincerely,

A handwritten signature in black ink, appearing to read "Carol F. Probstfeld".

Carol F. Probstfeld, President
State College of Florida Manatee-Sarasota

scf.edu • Mailing Address: P.O. Box 1849, Bradenton, FL 34206 • Office Phone: 941-752-5201

SCF BRADENTON
5840 26th Street West • 941-752-5000

SCF LAKEWOOD RANCH
7131 Professional Parkway East • 941-363-7000

SCF VENICE
8000 South Tamiami Trail • 941-408-1300

**RESPONSE TO THE PRELIMINARY AND TENTATIVE AUDIT FINDING AND RECOMMENDATION
STATE COLLEGE OF FLORIDA, MANATEE-SARASOTA**

**OPERATIONAL AUDIT
FOR THE FISCAL YEARS ENDED JUNE 30, 2014 and JUNE 30, 2015**

The following is the State College of Florida, Manatee-Sarasota response to the finding identified in the State Auditor General's Operational Audit Report for the Fiscal Year Ended June 30, 2014 and June 30, 2015.

RESPONSE TO FINDING AND RECOMMENDATION

Finding No. 1: Untimely return of funds.

Recommendation: Management should enhance procedures to ensure that Program funds are timely returned to the FDOE for courses dropped by a student or courses from which a student has withdrawn after the end of the drop and add period.

College Response:

The College has taken steps to ensure timely return of funds within 30 days after the end of the semester. Specifically, the Office of Financial Aid has:

- Provided training for staff specifically responsible for reviewing reports and processing re-funds
- Developed a calendar with specific dates for reconciliation and return of funds.

UWF Board of Trustees
Audit and Compliance Committee
August 17, 2016

Issue: 2016 Florida Educational Equity Act Report

Proposed Action: Approve

Background Information: The Florida Education Equity Act Report is completed annually by each Florida public university and includes information on the University's progress in implementing strategic initiatives related to equity and access in academic services, programs, and student enrollment; equity in athletics; and equity in employment as required by Regulation 2.003 Equity and Access. Each University's Florida Educational Equity Act Report is approved by the Board of Trustees and is submitted to the Board of Governors. The Student Enrollment and Employment reporting focuses on females and members of specified racial/ethnic groups. The Athletics portion of the report focuses on gender equity on the basis of Accommodation of Interests and Abilities. The 2016 Florida Education Equity Report is based on 2014-2015 data.

Recommendation: Approve

Implementation Plan: N/A

Fiscal Implications: N/A

Supporting documents: 2016 Florida Education Equity Act Report and PowerPoint Presentation

Prepared & Presented by: Karen Rentz, Interim EO Officer, (850) 474-2175, krentz@uwf.edu



University of
West Florida

2016 Florida Equity Report

Enrollment, Gender Equity in Athletics, and Employment

Data Year: 2014 - 2015

Approved by the University Board of Trustees
September 30, 2016

Approved by Dr. Judith Bense, University President
September 30, 2016

Submitted by:

Karen Rentz
Interim Equal Opportunity Officer
University of West Florida
11000 University Parkway
Building 21
Pensacola, Florida 32514
(850) 474-2175
krentz@uwf.edu

2016 FLORIDA EQUITY REPORT

Data Year: July 2014 – June 2015 Table of Contents

PART I	EXECUTIVE SUMMARY
PART II	REVIEW OF POLICIES AND PROCEDURES Review of Policies and Procedures Documentation of Non-Discrimination Policy
PART III	ACADEMIC PROGRAM REVIEWS Table 1. First Time in College Enrollment, Previous AY Table 2. Florida State College System A. A. Transfers, Previous AY Table 3. Retention of Full Time FTICs Entering Previous AY, After One Year Table 4. Graduation Rate of Full-Time FTICs after Six Years Table 5. Bachelor’s Degrees Awarded, Previous AY Table 6. Master’s Degrees Awarded, Previous AY Table 7. Doctoral Degrees Awarded, Previous AY Table 8. First Professional Degrees awarded, Previous AY
PART IV	GENDER EQUITY IN INTERCOLLEGIATE ATHLETICS Gender Equity in Athletics Update: Chart 1 and Chart 2
PART V	EMPLOYMENT REPRESENTATION Table 1. Category Representation: Tenured instructional faculty Table 2. Category Representation: Tenure-track instructional faculty Table 3. Category Representation: Faculty not on tenure track or faculty employed at a non-tenure-granting university Table 4. Category Representation: Management Occupations
PART VI	AREAS OF IMPROVEMENT AND ACHIEVEMENT
PART VII	PROTECTED-CLASS REPRESENTATION IN THE TENURE PROCESS
PART VIII	PROMOTION AND TENURE COMMITTEE COMPOSITION
PART IX	OTHER REQUIREMENTS

PART I EXECUTIVE SUMMARY

The Florida Education Equity Act Report is completed annually by each Florida public university and includes information on the University's progress in implementing strategic initiatives related to equity and access in academic services, programs, and student enrollment; equity in athletics; and equity in employment as required by Regulation 2.003 Equity and Access. Each University's Florida Educational Equity Act Report is approved by the Board of Trustees and is submitted to the Board of Governors.

The University of West Florida's 2016 Florida Education Equity Report is based on 2014-2015 data. Discussion in this report referring to "this year" indicates 2014-2015 data, and discussion referring to "last year" indicates 2013-2014 data.

The University of West Florida (UWF) submits the 2016 Florida Educational Equity Act Report which identifies, measures, and enhances UWF's progress toward appropriate gender and racial representation. This report celebrates our successes and outlines our goals for areas in which we can improve the diversity of our campus community. The Student Enrollment and Employment reporting focuses on females and members of specified racial/ethnic groups. The Athletics portion of the report focuses on gender equity on the basis of Accommodation of Interests and Abilities.

Prior to Summer 2010, the protected classes were Black (B), non-Hispanic; Hispanic (H); Asian/Pacific Islander (A/PI); and American Indian/Alaska Native (AI/AN). Beginning Summer 2010, the Board of Education revised the racial classes to be used in this report. Asian/Pacific Islander (A/PI) became Asian (A). A new category of Native Hawaiian or Other Pacific Islander (NH/OPI) was added. In addition, individuals now have the ability to designate themselves as two or more races. Individuals are counted only once per category.

In 2014, a UWF Student Diversity Goals committee was formed. The purpose of this committee was to collectively set student diversity goals for the annual Florida Equity Report. The committee is composed of university employees such as the Chief Diversity Officer and the Assistant Vice President of Enrollment Affairs. This Committee met several times throughout 2014. As a result, the student diversity goals were changed from yearly goals to three-year goals. The three-year goals cover the 2014/2015, 2015/2016, and 2016/2017 data years. Additionally, setting three-year goals will better correlate with the University's comprehensive Diversity Plan (2014-2017).

The following areas assisted with gathering information for this report: Institutional Research, Research and Sponsored Programs, Enrollment Services, Academic Affairs, Student Affairs, and Intercollegiate Athletics.

Data Year: 2014-2015

The University of West Florida excels in female representation in student enrollment and has a diverse minority representation. At the University, out of the 1,926 Bachelor's degrees received this year, 1,195 of them were received by females (62%) and 458 by minorities (24%). Out of the 780 Master's and Specialist's degrees received, 517 were received by females (66%) and 157 were minorities (20%). Also, out of the 12 Doctoral degrees awarded, seven of them were received by females (58%) and three were minorities (25%).

The University of West Florida's gender equity in athletics program was effective for the report period. There were eight sports for female students and six sports for male students. While no specific areas of improvement are suggested by the 2014-2015 data, there is significant planning underway to advance UWF athletics. Intercollegiate Athletics seeks to develop the resources to proactively address implications for compliance thresholds and to ensure that the accommodation of interest and abilities in athletics is maintained.

The University of West Florida's strategies for achieving diversity goals included the following action-oriented programs: Utilized an online recruiting and hiring process to increase the University's visibility to applicants for employment; requires hiring managers to advertise in diversity-focused periodicals and discipline-specific journals; extended application deadlines and recommended additional diverse advertising on a case-by-case basis for job searches that had not resulted in a diverse pool of applicants; instituted additional outreach programs such as job fairs targeted to diverse applicants to recruit females, minorities, individuals with disabilities and veterans; identified the essential functions of positions and the skills and knowledge needed to carry out those functions before interviewing for positions; control for bias in the employment process by requiring that search committees represent gender and racial diversity; monitored selection procedures and applicant pool representation to ensure diversity in employment searches; continued to fund the John C. Pace Symposium series for outstanding diverse scholars to provide seminars and lectures at the University; listed student employment opportunities on the University's online recruitment system; complied with requirements of the Office of Federal Contract Compliance Program's Uniform Guidelines on Employee Selection Procedures; included access, equal opportunity and diversity factors in the strategic planning process; and provided the tuition waivers to faculty and staff.

Budget Plan

UWF requires hiring managers to advertise each job posting in publications targeted to females and minority populations. Diversity recruitment advertising during the 2014-2015 data year was \$23,371. The University has been successful in increasing exposure of its position openings to females and minorities in the hiring market, and this will continue to be a priority.

UWF will continue multicultural/diversity training and grant opportunities. Funding is available for full-time faculty and staff to travel to obtain training on multiculturalism/diversity issues.

Attendees share their knowledge by presenting what they have learned to the campus community.

The President's Award for Leadership in Diversity is provided annually to recognize the following: Demonstrated leadership and/or evidence of extensive, sustained participation in integrating issues of multiculturalism, diversity, or cross-cultural achievements in teaching, university service, or community service activities. Demonstrated leadership and/or evidence of personal engagement in the dissemination of information, or the implementation of events or activities that seek to enhance cross-cultural understanding and inclusion of people from under-represented groups in terms of ethnicity, race, gender, and/or socioeconomic status. Awards are given to a degree-seeking student, a faculty member, and a staff member.

PART II: REVIEW OF POLICIES AND PROCEDURES

P-13.07-06/16 – **Prohibition of Discrimination, Harassment, and Retaliation (EO Policy):**

<http://uwf.edu/media/university-of-west-florida/offices/university-college/equity--diversity/equal-opportunity-programs/P-13.07-06.16-Prohibition-of-Discrimination-Harassment-and-Retaliation.pdf>

Procedure for Investigation and Disposition of Formal Complaints of Discrimination, harassment, or Retaliation:

<http://uwf.edu/media/university-of-west-florida/offices/university-college/equity--diversity/equal-opportunity-programs/Investigation-Procedure-May-2016.pdf>

HR-20.02-09/15 - **Recruitment, Selection, and Appointment:**

<https://confluence.uwf.edu/display/UP/Recruitment%2C+Selection%2C+and+Appointment>

P-14.02-02/15 - **Sexual Misconduct, Sexual Violence, and Gender-Based Discrimination and Retaliation Policy (Title IX Policy):**

<https://confluence.uwf.edu/display/UP/Sexual+Misconduct%2C+Sexual+Violence%2C+Gender-Based+Discrimination+and+Retaliation>

The University's primary policy in support of equity is the Policy Prohibiting Discrimination, Harassment, and Retaliation (P-13.07). This policy was amended in June 2016. This policy is posted on physical bulletin boards located throughout campus as well as the Human Resources Department's electronic bulletin board on the Human Resources website.

A statement of the University's commitment to equal opportunity is included on contracts and on a brochure given to new employees. Equal opportunity workshops are required, along with information accessible from several departmental web sites.

Legend to racial codes used throughout this report:

B – Black or African American
H – Hispanic
A – Asian
NH/OPI – Native Hawaiian or Other Pacific Islander
AI/AN – American Indian/Alaska Native
≥Two – Two or more races
Unk - Unknown

PART III: ACADEMIC PROGRAM REVIEWS

Table 1. First-Time-In-College Enrollment, Fall 2015, Fall 2014, and Fall 2010

	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO*	UNK	TOTAL
Men	20	94	1	15	69	2	386	40	9	636
Women	22	93	4	21	71	1	427	46	9	694
Total FTIC Fall 2015	42	187	5	36	140	3	813	86	18	1330
Category % of Total Fall 2015	3.2%	14.1%	0.4%	2.7%	10.5%	0.2%	61.1%	6.5%	1.4%	100.0%
Total FTIC Fall 2014	31	174	2	39	136	5	899	83	16	1385
Category % of Total Fall 2014	2.2%	12.6%	0.1%	2.8%	9.8%	0.4%	64.9%	6.0%	1.2%	100.0%
Total FTIC Fall 2010	8	127	8	39	100	4	875	49	0	1210
Category % of Total Fall 2010	0.7%	10.5%	0.7%	3.2%	8.3%	0.3%	72.3%	4.0%	0.0%	100.0%
Percentage Change in number from Fall 2010 to Fall 2015	425.0%	47.2%	-37.5%	-7.7%	40.0%	-25.0%	-7.1%	75.5%	19.0%	9.9%

Source: IPEDS Part A, Fall enrollment by race, ethnicity, and gender. Column 1, Full-time, First-time students.

** Pulled Fall 2015 from SUDS Preliminary Enrollment Report. IPEDS Fall Enrollment not yet available

Out of the total number of Fall 2015 FTIC students, 52% were female and approximately 18% were minorities. Diversity enrollment numbers increased for Black students, American Indian/Alaska Native students, Hispanic students, and students who identified as two or more races. In year one, the three-year diversity goals were reached for Black students and Hispanic students.

Three-year Diversity Goals for this category:

- Black students, 2 percentage points
- American Indian/Alaska Native students, none
- Asian students, 2 percentage points
- Hispanic students, 2 percentage points
- Native Hawaiian/Other Pacific Islander students, none

Table 2. Florida Community College A.A. Transfers, Fall 2015 (and Summer Continuing into Fall), Fall 2014, and Fall 2010

	NRA	B	AI/AN	A	H	NH/OPI*	W	≥ TWO*	UNK	FEMALE	MALE	TOTAL
Total Fall 2015	4	46	1	4	28	1	268	18	9	234	145	379
Category % of Total Fall 2015	1.1%	12.1%	0.3%	1.1%	7.4%	0.3%	70.7%	4.7%	2.4%	61.7%	38.3%	100.0%
Total Fall 2014	2	31	1	8	19	1	207	20	12	183	118	301
Category % of Total Fall 2014	0.7%	10.3%	0.3%	2.7%	6.3%	0.3%	68.8%	6.6%	4.0%	60.8%	39.2%	100.0%
Total Fall 2010	1	44	4	15	29	2	445	10	0	325	225	550
Category % of Total Fall 2010	0.2%	8.0%	0.7%	2.7%	5.3%	0.4%	80.9%	1.8%	0.0%	59.1%	40.9%	100.0%
Category % Change from 2010 to 2015	300.0%	4.5%	-75.0%	-73.3%	-3.4%	-50.0%	-39.8%	80.0%	900.0%	-28.0%	-35.6%	-31.1%

Source: Student Data Course File. Fall 2015, Fall 2014, and Fall 2010 enrollment full-time, by race, ethnicity, and gender

** New race categories starting 2010. H/PI previously included in A (previously A/PA)

Diversity increased among Black students, Hispanic students and female students. Out of the 379 total transfer students, over 61% were female and almost 26% were minority students. In year one, the three-year diversity goals were reached for Black students and Hispanic students.

Three-year Diversity Goals for this category:

- Black students, 3 percentage points
- American Indian/Alaska Native students, none
- Asian students, 9 percentage points
- Hispanic students, 2 percentage points
- Native Hawaiian/Other Pacific Islander students, none

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

	NRA	B	AI/AN	A	H	NH/OPI	W	≥ Two	UNK	FEMALE	MALE	TOTAL
Cohort	31	174	2	39	136	5	899	83	16	789	596	1385
Category % of Total	2.2%	12.6%	0.1%	2.8%	9.8%	0.4%	64.9%	6.0%	1.2%	57.0%	43.0%	100.0%
After 1 year	21	119	1	29	93	4	598	54	7	545	381	926
Retention Rate	67.7%	68.4%	50.0%	74.4%	68.4%	80.0%	66.5%	65.1%	43.8%	69.1%	63.9%	66.9%

Source: Student Data Course File. FTICs who matriculated in Fall 2014, plus those FTICs who matriculated in Summer 2014 and enrolled in Fall 2014.

Second year retention includes students enrolled between (inclusive) 201508 and 201601

Retention percentages from the previous year’s retention percentages increased among Native Hawaiian/Other Pacific Islander students. Out of total number students retained after one year, 59% were female students and over 32% were minority students.

Three-year Diversity Goals for this category:

- Black students, 1 percentage point
- American Indian/Alaska Native students, none
- Asian students, 1 percentage point
- Hispanic students, 1 percentage point
- Native Hawaiian/Other Pacific Islander students, none

Table 4. Graduation Rate of Full-Time FTICs, Beginners and Early Admits Entering Fall 2009, or Summer 2009 and Continuing into Fall After Six Years

	NRA	B	AI/AN	A/PI	H	NH/OPI	W	≥ TWO*	UNK	Female	Male	Total
Cohort	7	117	6	44	87	9	852	29	3	644	510	1154
Category % of Total	0.6%	10.1%	0.5%	3.8%	7.5%	0.8%	73.8%	2.5%	0.3%	55.8%	44.2%	100.0%
After 6 Years Number of Graduates	2	45	1	17	42	4	418	19	0	346	202	548
Percent Graduated	28.6%	38.5%	16.7%	38.6%	48.3%	44.4%	49.1%	65.5%	0.0%	53.7%	39.6%	47.5%
Category % Graduated	0.4%	8.2%	0.2%	3.1%	7.7%	0.7%	76.3%	3.5%	0.0%	63.1%	36.9%	100.0%
Number Retained	4	52	1	21	48	6	468	21	1	384	238	622
Percent Retained	57.1%	44.4%	16.7%	47.7%	55.2%	66.7%	54.9%	72.4%	33.3%	59.6%	46.7%	53.9%
Category % of Total	0.6%	8.4%	0.2%	3.4%	7.7%	1.0%	75.2%	3.4%	0.2%	61.7%	38.3%	100.0%

Source: Student Data Course File.

The number Hispanic students and female students who graduated after six years increased. The number of retained students increased for Hispanic students and female students. In year one, the three-year diversity goal was reached for Hispanic students.

Three-year Diversity Goals for this category:

- Black students, 2 percentage points
- American Indian/Alaska Native students, none
- Asian students, 1 percentage point
- Hispanic students, 1 percentage point
- Native Hawaiian/Other Pacific Islander students, none

Table 5. Bachelor's Degrees Awarded, AY 2014-2015, AY 2013-14, and AY 2009-10

	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO	UNK	TOTAL
AY 2014-2015										
Male	31	63	5	17	51	2	558	18	8	753
Female	29	129	6	30	99	4	853	41	23	1214
Total	60	192	11	47	150	6	1411	59	31	1967
Category % of Total	3.1%	9.8%	0.6%	2.4%	7.6%	0.3%	71.7%	3.0%	1.6%	100.0%
AY 2013-2014										
Male	9	43	6	24	55	4	577	19	0	737
Female	10	139	13	38	98	1	880	41	0	1220
Total	19	182	19	62	153	5	1457	60	0	1957
Category % of Total	1.0%	9.3%	1.0%	3.2%	7.8%	0.3%	74.5%	3.1%	0.0%	100.0%
AY 2009-2010										
Male	11	44	7	39	28	0	536	0	2	667
Female	15	113	14	51	53	1	841	0	5	1093
Total	26	157	21	90	81	1	1377	0	7	1760
Category % of Total	1.5%	8.9%	1.2%	5.1%	4.6%	0.1%	78.2%	0.0%	0.4%	100.0%

Source: IPEDS Completions 2015-2016, 2014-15, and 2010-11 reports (degrees awarded AY 2014-2015, AY2013-14, and AY 2009-10), GRAND TOTAL BY FIRST MAJOR, Bachelor's degrees. Table for 99.0000, all disciplines.

Compared to last year, the total number of Bachelor degrees awarded to Black students and Native Hawaiian/Other Pacific Islander students increased. In year one, the three-year diversity goal was reached for Black students.

Three-year Diversity Goals for this category:

- Black students, 1 percentage point
- American Indian/Alaska Native students, none
- Asian students, 1 percentage point
- Hispanic students, 2 percentage points
- Native Hawaiian/Other Pacific Islander students, none

Table 6. Master's Degrees Awarded, AY 2014-2015, AY 2013-14, and AY 2009-10

	NRA	B	AI/AN	A	H	NH/OPI	W	≥Two	UNK	TOTAL
AY 2014 - 2015										
Male	20	19	1	7	13	2	196	5	0	263
Female	13	56	4	10	30	2	394	8	1	518
Total	33	75	5	17	43	4	590	13	1	781
Category % of Total	4.2%	9.6%	0.6%	2.2%	5.5%	0.5%	75.5%	1.7%	0.1%	100.0%
AY 2013 - 2014										
Male	14	21	0	7	14	1	172	4	0	233
Female	7	55	2	14	18	3	313	6	0	418
Total	21	76	2	21	32	4	485	10	0	651
Category % of Total	3.2%	11.7%	0.3%	3.2%	4.9%	0.6%	74.5%	1.5%	0.0%	100.0%
AY 2009 - 2010										
Male	18	14	0	7	9	0	129	0	0	177
Female	8	26	0	9	15	0	240	0	0	298
Total	26	40	0	16	24	0	369	0	0	475
Category % of Total	5.5%	8.4%	0.0%	3.4%	5.1%	0.0%	77.7%	0.0%	0.0%	100.0%

Source: IPEDS Completions 2015-2016, 2014-15, and 2010-11 reports (degrees awarded AY 2014-2015, AY2013-14, and AY 2009-10), GRAND TOTAL BY FIRST MAJOR, Master's degrees. Table for 99.0000, all disciplines.

Compared to last year, the total number of degrees awarded to American Indian/Alaska Native students, Hispanic students, and students who identified as two or more races increased.

Three-year Diversity Goals for this category:

- Black students, 3 percentage points
- American Indian/Alaska Native students, none
- Asian students, 2 percentage points
- Hispanic students, 3 percentage points
- Native Hawaiian/Other Pacific Islander students, none

Table 7. Doctoral Degrees Awarded, AY 2014-2015, AY 2013-14, and AY 2012-13

	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO	UNK	TOTAL
AY 2014-2015										
Male	0	1	0	1	0	0	3	0	0	5
Female	0	1	0	0	0	0	6	0	0	7
Total	0	2	0	1	0	0	9	0	0	12
Category % of Total	0.0%	16.7%	0.0%	8.3%	0.0%	0.0%	75.0%	0.0%	0.0%	100.0%
AY 2013-2014										
Male	0	1	1	0	1	0	5	0	0	8
Female	0	2	0	2	0	0	11	0	0	15
Total	0	3	1	2	1	0	16	0	0	23
Category % of Total	0.0%	13.0%	4.3%	8.7%	4.3%	0.0%	69.6%	0.0%	0.0%	100.0%
AY 2009-2010										
Male	0	0	0	0	0	0	7	0	0	7
Female	0	0	0	0	0	0	14	0	0	14
Total	0	0	0	0	0	0	21	0	0	21
Category % of Total	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	100.0%

Source: IPEDS Completions 2015-2016, 2014-2015, and 2010-11 reports (degrees awarded AY 2014-2015, AY 2013-14, and AY 2009-10), GRAND TOTAL BY FIRST MAJOR, Doctoral degrees. Chart for 99.0000, all disciplines.

Out of the 12 Doctoral degrees awarded, seven of them were received by females (58%) and three were minorities (25%).

Three-year Diversity Goals for this category:

- Black students, 1 percentage point
- American Indian/Alaska Native students, none
- Asian students, 1 percentage point
- Hispanic students, 1 percentage point
- Native Hawaiian/Other Pacific Islander students, none

Table 8. First Professional Degrees Awarded, AY 2014-2015, AY 2013-14, and AY 2009-10

	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO	UNK	TOTAL
AY 2014-2015										
Male										0
Female										0
Total										0
Category % of Total										
AY 2013-2014										
Male										0
Female										0
Total										0
Category % of Total										
AY 2009-2010										
Male										0
Female										0
Total										0
Category % of Total										

Source: IPEDS Completions 2015-2016, 2014-2015, 2010-2011 reports (degrees awarded AY 2014-2015, AY 2013-2014 AY 2009-2010), GRAND TOTAL BY FIRST MAJOR, First Professional degrees. Chart for 99.0000, all disciplines.

The University of West Florida does not offer First Professional degrees.

STUDENT SERVICES

Student Services at the University of West Florida are available to all students without regard to age, color, disability, gender (including gender identity and sex), marital status, national origin, race, religion, sexual orientation, and veteran status. Student Services include:

1) Academic Advising

Academic advising is required for all freshmen and transfer students. Incoming freshmen and sophomores receive advising at The University Advising Center. Students are assigned an academic advisor to assist with program planning, course, and major selection. Students are encouraged to meet with their academic advisors each semester to assure that they are fulfilling their degree requirements. Advisors work to build partnerships with the students and assure that students understand their responsibilities. Advisors help students choose or change a major, make students aware of graduation requirements, and interpret academic policy. Degree-seeking junior, senior, and graduate students are assigned faculty advisors by the department housing the program in which the student is majoring. Academic advising is also offered to students in the University's Honors and Student Success Programs tailored specifically to meet the needs of students in these special programs.

2) Admission to Academic Program

UWF encourages applications from qualified persons and does not discriminate on the basis of age, color, disability, gender (including gender identity and sex), marital status, national origin, race, religion, sexual orientation, or veteran status.

3) The Student Disability Resource Center (SDRC)

The Student Disability Resource Center (SDRC) works with students and faculty to help make UWF an accessible learning environment in accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. The SDRC offers a variety of services for students with documented disabilities, including learning disabilities, deaf/hard of hearing, blind/low vision, mobility limitations, ADHD, psychiatric conditions, and medical disabilities. SDRC services include the following accommodations:

- Scribes
- Escorts
- Sign Language interpreting services
- Transcription
- Electronic textbooks
- Support for waiver of graduation requirements (when appropriate)
- Note takers
- Readers
- Adjustable desk/chair
- Assistive listening device
- Enlarged print

- Use of recorder
- Adaptive software
- Audio books
- Extended testing time
- Separate testing space
- Other accommodations as appropriate based on documentation

4) Health Services

The Student Health Center provides medical care for currently-enrolled students. The Student Health Center strives to provide high-quality primary health care, health education, and prevention services to a culturally-diverse student population through education and motivation for students to become full participants in their own health. This supports the University's commitment to promote academic success and personal development.

The University's Counseling and Wellness Services Office consists of two departments that work collaboratively to create a culture at the University in which students strive for mental and physical health. Services include counseling and therapy to help students manage, cope, and grow with the stress associated with college and life. The primary goal of counseling is to help students develop the personal awareness and skills necessary to overcome problems and to develop in ways that will allow them to take advantage of the University's educational opportunities. Counseling Services provides confidential personal, vocational, and couples counseling to students at no charge. Psychologists assist students with issues such as depression, test anxiety, vocational indecision, relationship difficulties, sexual dysfunction, interpersonal conflict, identity confusion, substance abuse, stress management, and other personal difficulties which may impede a student's academic progress. Workshops are offered on various topics including stress and time management, romantic relationships, interpersonal and personal functioning, and vocational development.

Wellness Services provides workshops, awareness events, health marketing campaigns, and other educational programming in the areas of alcohol and other drug abuse/misuse prevention, STI/HIV prevention and sexual health promotion, and sexual assault prevention and risk reduction. All UWF faculty, staff, and students can request that the programs be presented to a class, residence hall, or organization. Wellness Services also coordinates the UWF Peer Educators program to promote student-driven health efforts which provide opportunities for students to help other students by promoting a student culture of kindness, responsibility, compassion, and respect.

The University has a 19,832 square-foot, state-of-the-art Health and Wellness Center on the main campus. This facility is a one-stop-shop for students' health and wellness needs. The center contains seven treatment rooms, two observation/treatment rooms, and a procedure room, which increases the number of students who can be treated each day. The center includes exterior plazas, an open glass lobby, and a roof garden. The

building design and construction was certified to the U.S. Green Building Council LEED Silver level. Leadership in Energy and Environmental Design (LEED) Green Building Rating System is a benchmark for the design, construction, and operation of high performance green buildings that promotes a whole-building approach to sustainability by recognizing performance in five key areas of human and environmental health: sustainable site development, water savings, energy efficiency, materials selection, and indoor environmental quality.

5) Club and Intramural Sports

The mission of UWF's Intramural Sports program is to provide students, faculty, and staff with an opportunity to participate in a variety of competitive recreational sports in a safe environment; to promote and provide quality service, facilities, and equipment; to facilitate an opportunity for enjoyable experiences; to nurture and celebrate the wholesome and worthwhile use of leisure, healthy lifestyles, and wellness; and to create opportunities for the growth and development of all participants.

The Sport Club Program offers participants a wide range of recreational, instructional, or competitive teams to bridge the gap between intramural sports and intercollegiate athletics. Participants with similar interests are given the opportunity to work together on a team in an organized recreational activity. Teams are then offered the chance to practice and compete at a specialized level and clubs are given an opportunity to shape their own unique atmosphere. Membership in any sport club is open to all current University of West Florida students. Each club welcomes new members with no requirement to try-out for teams.

6) Student Financial Assistance

The mission of the Financial Aid Office is to help eligible students meet educational costs while attending UWF. A comprehensive program of scholarships, grants, part-time employment, and loans are available through federal, state and university funds. In cases where a student demonstrates extensive need, a combination of several types of aid may be extended, provided funds are available.

7) Housing

Through the responsible management of all resources, the Department of Housing and Residence Life strives to create a living and learning environment which offers support and assistance to maximize educational opportunities to a diverse resident student population. Students living in campus housing are governed by a housing contract that includes Conditions and Responsibilities of Residents. Each student is responsible for knowing and observing UWF's regulations and policies as set forth in official UWF publications including, but not limited to, the UWF Housing Handbook and the UWF Student Handbook. The Standards for Community Living section of the UWF Student Handbook states the following:

“The University of West Florida is a community of people from diverse cultural, racial, economic, and ethnic backgrounds; each person is a unique individual, drawn from a broad spectrum of our society. We strive to understand the individuality and the life choices of those among us. We can best learn from one another in an atmosphere of positive encouragement and mutual respect. In addition, we must give others the respect and tolerance which we ourselves deserve. The principle of free exchange and inquiry is fundamental to the educational process. The University of West Florida’s Department of Housing and Residence Life is committed to the principles of free inquiry and free expression. We believe individuals have the right to hold, defend and express their ideas and opinions. In order to sustain these principles, we must, at all times, tolerate the expression of views that we may find different. While each of us has the right to our own personal beliefs, these beliefs do not give us the right to put down others on the basis of their age, physical disability, nation of origin, sexual orientation, race, gender, or religious affiliation.”

UWF Housing spaces are assigned without regard to race, color, religion, national origin, sexual orientation or age. Housing and Residence Life provides accommodations for students with disabilities, and students with documented disabilities may request reasonable accommodation through the Student Disability Resource Center (SDRC). Following are examples of accommodations that the SDRC has made in collaboration with Housing and Residence Life for students with disabilities who live in University residence halls:

- Single occupancy rooms
- Separate refrigerators
- Personal Care Attendance access to residence halls
- Handicap accessible showers & rooms
- First floor rooms
- Locks for refrigerators
- Bringing own bed/mattress
- Adjustable shelves
- Service animals in residence halls
- Waiver of Meal Plans (when appropriate and in collaboration with Dining Services).

8) Student Employment and

9) Personnel

The University of West Florida is an Equal Opportunity/Equal Access/Affirmative Action institution. UWF seeks excellence through diversity among its administrators, faculty, staff, and students. UWF prohibits discrimination on the basis of race, color, religion, gender (both sex and gender identity), age, national origin, sexual orientation, disability, veteran status, or marital status. In an effort to increase the quality of student campus life and support services, the Human Resources Department has incorporated the recruitment of student employees in the University’s recruiting software

("PA7"). Numerous part-time, on-campus student employment opportunities are available in departmental offices and facilities. Student employment can range from jobs that require no special skills, previous training, or work experience to professional-level work requiring knowledge gained through completion of a bachelor's degree. Student work schedules are tailored so as not to interfere with class schedules.

In 2012, The President's Council on Diversity and Inclusion was created to advise the President and the administration of The University of West Florida on matters related to diversity and inclusion. The Council includes members of the UWF community and the regional community. In late-2013, the University hired a Chief Diversity Officer (CDO). Using a combination of institutional data and survey data, the Council worked with the Chief Diversity Officer to identify five overarching goals that the University will work to achieve over the course of the next three years (2014 – 2017). The full plan outlines strategies and a timeline for achieving them as well as those units responsible for implementation. The CDO works closely with the appropriate units across campus to establish metrics to determine our success. The University's Diversity Plan can be found at the following link: <http://uwf.edu/media/university-of-west-florida/offices/equity-diversity-international-affairs/DiversityPlan14-17.pdf>

In addition, the University has an Office of Career Services to promote experiential learning and professional development for students and to expand and facilitate access to quality career opportunities for students. The mission of Career Services is to educate and empower UWF Students/Alumni in the career development process by providing opportunities for experiential learning, civic engagement, service and employment. Services, programs, and assistance are offered to all UWF students without regard to race, color, religion, gender (sex and gender identity), age, national origin, sexual orientation, disability, veteran status, or marital status.

10) Educational and Work Environment

The University of West Florida is a public university based in Northwest Florida with multiple instructional sites and a strong virtual presence. UWF's mission is to provide students with access to high-quality, relevant, and affordable undergraduate and graduate learning experiences; to transmit, apply, and discover knowledge through teaching, scholarship, research, and public service; and to engage in community partnerships that respond to mutual concerns and opportunities and that advance the economy and quality of life in the region. UWF is committed to planning and investing strategically to enhance student access and educational attainment; to build on existing strengths and develop distinctive academic and research programs and services that respond to identified regional and state needs; and to support highly qualified faculty and staff who engage students in rigorous, high-impact, student-oriented learning experiences that enhance personal and professional development and empower alumni to contribute responsibly and creatively to a complex 21st Century global society. UWF aspires to be widely recognized as a model of excellence and relevance, sought out as a

distinctive intellectual and cultural center, valued as an engaged partner, and acclaimed for being “different by design.”

PART IV: GENDER EQUITY IN INTERCOLLEGIATE ATHLETICS

Chart 1. Gender Equity in Athletics Update		
Element	Assessment	Area for Improvement? (check if yes and describe)
1. Sports offerings	8 women's sports 6 men's sports	
2. Participation rates, male and female, compared with full-time undergraduate enrollment	<u>Student Athletes:</u> Male 126 Female 151 - 46%/54% <u>Student Enrollment:</u> Male 3,095 Female 4,165 - 43%/57%	
3. Availability of facilities, <i>defined as locker room, practice, and competitive facilities</i>	Equitable	
4. Scholarship offerings for athletes	<u>Male:</u> \$913,920 (43%) <u>Female:</u> \$1,228,400 (57%)	
5. Funds allocated for:		
a) the athletic program as a whole	\$8,667,691	
b) administration	\$805,116 shared equally by all sports programs	
c) travel and per diem allowances	<u>Male:</u> \$195,000 (44%) <u>Female:</u> \$245,000 (56%)	
d) recruitment	<u>Male:</u> \$47,500 (63%) <u>Female:</u> \$28,500 (37%)	
e) comparable coaching	<u>Male:</u> 6.00 FTE Head Coaches and 10.06 FTE Assistant Coaches <u>Female:</u> 7.00 FTE Head Coaches and 7.10 FTE Assistant Coaches	
f) publicity and promotion	Equitable	
g) other support costs	\$570,168	
6. Provision of equipment and supplies	Equitable	
7. Scheduling of games and practice times	Equitable	
8. Opportunities to receive tutoring	Equitable	
9. Compensation of coaches and tutors	\$2,142 Tutors (for all athletes) <u>Male:</u> \$603,467 Head Coaches and \$437,567 Assistant Coaches <u>Female:</u> \$628,996 Head Coaches and \$227,584 Assistant Coaches	
10. Medical and training services	Equitable	
11. Housing and dining facilities and services	Equitable	

Chart 2: Gender Equity in Athletics – Areas for Improvement		
Areas for Improvement	Program for Improvement	Timetable
None Identified	N/A	N/A

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

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

PART V: EMPLOYMENT REPRESENTATION

Table 1. Category Representation – Tenured Faculty												
INDICATOR	N R A	B	AI/AN	A	H	NH/ OPI	W	≥ TWO *	NOT REPORTED	FEMALE	MALE	TOTAL
Number, Fall 2015		4	3	14	3		115		1	47	93	140
Number, Fall 2014		5	3	14	3		121		1	51	96	147
Percentage Change From Fall 2014 to 2015		-20.00%	0.00%	0.00%	0.00%		-4.96%		0.00%	-7.84%	-3.13%	-4.76%
Number, Fall 2010		5	2	13	3		137		1	49	112	161
Percentage Change From Fall 2010 to 2015		0.00%	50.00%	7.69%	0.00%		-11.68%		0.00%	4.08%	-14.29%	-8.96%
Area for improvement, compared with national standards? (Check if yes)		X	X	X	X	X		X		X		

Source: IPEDS 2010 Fall Staff, IPEDS Human Resources 2014 and IPEDS Human Resources 2015 Preliminary Data. IPEDS Human Resource 2014-15 and 2015-16, instructional faculty only. Does not include Research or Public Service only faculty. IPEDS Human Resource 2014-15 and 2015-16 aligned with 2010 Standard Occupational Category (SOC) System.

From 2010 to 2015, tenured faculty diversity increased for American Indian/Alaska Native faculty and Asian faculty.

Table 2. Category Representation – Tenure-Track Faculty												
INDICATOR	N R A	B	AI/AN	A	H	NH/OPI	W	≥ TWO*	NOT REPORTED	FEMALE	MALE	TOTAL
Number, Fall 2015		7		8	4		65		1	34	51	85
Number, Fall 2014		5		7	3		63		1	39	40	79
Percentage Change From Fall 2014 to 2015		40.00%		14.29%	33.33%		3.17%		0.00%	-12.82%	27.50%	7.59%
Number, Fall 2010		6		6			36		2	25	25	50
Percentage Change From Fall 2010 to 2015		-16.67%		16.67%			75.00%		-50.00%	56.00%	60.00%	58.00%
Area for improvement, compared with national standards? (Check if yes)			X		X	X		X		X	X	

Source: IPEDS 2010 Fall Staff, IPEDS Human Resources 2014 and IPEDS Human Resources 2015 Preliminary Data.

IPEDS Human Resource 2014-15 and 2015-16, instructional faculty only. Does not include Research or Public Service only faculty.

IPEDS Human Resource 2014-15 and 2015-16 aligned with 2010 Standard Occupational Category (SOC) System.

From 2010 to 2015, the number of Black faculty, Asian faculty, and female faculty increased. From Fall 2014 to Fall 2015 the number of Black tenure-track faculty increased by two, Asian faculty by one, and Hispanic faculty by one.

Table 3. Category Representation – Non-Tenure-Earning Faculty or Faculty at Non-Tenure Granting Universities

INDICATOR	N R A	B	AI/AN	A	H	NH/OPI	W	≥ TWO*	NOT REPORTED	FEMALE	MALE	TOTAL
Number, Fall 2015		6		4	4		96	2	1	68	45	113
Number, Fall 2014		7		2	3		78	2	1	55	38	93
Percentage Change From Fall 2014 to 2015		-14.29%		100.00%	33.33%		23.08%	0.00%	0.00%	23.64%	18.42%	21.51%
Number, Fall 2010		8		3	3		85		1	46	54	100
Percentage Change From Fall 2010 to 2015		-12.50%		-33.33%	0.00%		-8.24%		0.00%	19.57%	-29.63%	-7.00%
Area for improvement, compared with national standards? (Check if yes)		X	X	X	X	X		X		X		

Source: IPEDS 2010 Fall Staff, IPEDS Human Resources 2014 and IPEDS Human Resources 2015 Preliminary Data.

IPEDS Human Resource 2014-15 and 2015-16, instructional faculty only. Does not include Research or Public Service only faculty.

IPEDS Human Resource 2014-15 and 2015-16 aligned with 2010 Standard Occupational Category (SOC) System.

From Fall 2014 to Fall 2015, non-tenured faculty diversity increased for Asian faculty, Hispanic faculty, and female faculty.

Table 4. Category Representation – Executive/Administrative/Managerial												
INDICATOR	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO*	NOT REPORTED	FEMALE	MALE	TOTAL
Number, Fall 2015		4					27			16	15	31
Number, Fall 2014		2					30			15	17	32
Percentage Change From Fall 2014 to 2015		100.00%					-10.00%			6.67%	-11.76%	-3.13%
Number, Fall 2010		2	1		3		22			13	15	28
Percentage Change From Fall 2010 to 2015		0.00%	-100.00%		-100.00%		36.36%			15.38%	13.33%	14.29%
Area for improvement, compared with national standards? (Check if yes)			X	X	X	X		X				

Source: IPEDS 2010 Fall Staff, IPEDS Human Resources 2014 and IPEDS Human Resources 2015 Preliminary Data.

IPEDS Human Resource 2014-15 and 2015-16, instructional faculty only. Does not include Research or Public Service only faculty.

IPEDS Human Resource 2014-15 and 2015-16 aligned with 2010 Standard Occupational Category (SOC) System.

From Fall 2014 to Fall 2015, diversity increased among Black staff and female staff.

PART VI: AREAS OF IMPROVEMENT/ACHIEVEMENT

Last Year's Goals from 2015 Report	Achievements in 2016 Report
<i>Academic Services, Programs, and Student Enrollment</i>	<i>Academic Services, Programs, and Student Enrollment</i>
<p>Three-year Diversity Goals:</p> <ul style="list-style-type: none"> • Black students, 2 percentage points • Asian students, 2 percentage points • Hispanic students, 2 percentage points 	<p style="text-align: center;"><u>Chart 1: Full-Time First-Time-in-College</u></p> <p>Out of the total number of Fall 2015 FTIC students, 52% were female and approximately 18% were minorities. Diversity enrollment numbers increased for Black students, American Indian/Alaska Native students, Hispanic students, and students who identified as two or more races. In year one, the three-year diversity goals were reached for Black students and Hispanic students.</p>
<p>Three-year Diversity Goals:</p> <ul style="list-style-type: none"> • Black students, 3 percentage points • Asian students, 9 percentage points • Hispanic students, 2 percentage points 	<p style="text-align: center;"><u>Chart 2: Full-Time College Transfers</u></p> <p>Diversity increased among Black students, Hispanic students and female students. Out of the 379 total transfer students, over 61% were female and almost 26% were minority students. In year one, the three-year diversity goals were reached for Black students and Hispanic students.</p>
<p>Three-year Diversity Goals:</p> <ul style="list-style-type: none"> • Black students, 1 percentage point • Asian students, 1 percentage point • Hispanic students, 1 percentage point 	<p style="text-align: center;"><u>Chart 3: Retention of Full-Time FTICs</u></p> <p>Retention percentages from the previous year's retention percentages increased among Native Hawaiian/Other Pacific Islander students. Out of total number students retained after one year, 59% were female students and over 32% were minority students.</p>
<p>Three-year Diversity Goals:</p> <ul style="list-style-type: none"> • Black students, 2 percentage points • Asian students, 1 percentage point • Hispanic students, 1 percentage point 	<p style="text-align: center;"><u>Chart 4: Graduation Rate of Full-Time FTICs after 6 years</u></p> <p>The number Hispanic students and female students who graduated after six years increased. The number of retained students increased for Hispanic students and female students. In year one, the three-year diversity goal was reached for Hispanic students.</p>
<p>Three-year Diversity Goals:</p> <ul style="list-style-type: none"> • Black students, 1 percentage point • Asian students, 1 percentage point • Hispanic students, 2 percentage points 	<p style="text-align: center;"><u>Chart 5: Bachelor's Degrees Awarded</u></p> <p>Compared to last year, the total number of Bachelor degrees awarded to Black students and Native Hawaiian/Other Pacific Islander students increased. In year one, the three-year diversity goal was reached for Black students.</p>
<p>Three-year Diversity Goals:</p> <ul style="list-style-type: none"> • Black students, 3 percentage points • Asian students, 2 percentage points • Hispanic students, 3 percentage points 	<p style="text-align: center;"><u>Chart 6: Master's and Specialist Degrees Awarded</u></p> <p>Compared to last year, the total number of degrees awarded to American Indian/Alaska Native students, Hispanic students, and students who identified as two or more races increased.</p>
<p>Three-year Diversity Goals:</p> <ul style="list-style-type: none"> • Black students, 1 percentage point • Asian students, 1 percentage point • Hispanic students, 1 percentage point 	<p style="text-align: center;"><u>Chart 7: Doctoral Degrees Awarded</u></p> <p>Out of the 12 Doctoral degrees awarded, seven of them were received by females (58%) and three were minorities (25%).</p>

Last Year's Goals from 2015 Report	Achievements in 2016 Report
<i>Gender Equity in Athletics</i>	<i>Gender Equity in Athletics</i>
None identified.	N/A
<i>Employment</i>	<i>Employment</i>
The University had an overall goal to increase diversity among female and minority staff.	<u>Chart 1: Tenured Faculty</u> From 2010 to 2015, tenured faculty diversity increased for American Indian/Alaska Native faculty and Asian faculty.
	<u>Chart 2: Tenure-Track Faculty</u> From 2010 to 2015, the number of Black faculty, Asian faculty, and female faculty increased. From Fall 2014 to Fall 2015 the number of Black tenure-track faculty increased by two, Asian faculty by one, and Hispanic faculty by one.
	<u>Chart 3: Non-Tenure-Earning Faculty</u> From Fall 2014 to Fall 2015, non-tenured faculty diversity increased for Asian faculty, Hispanic faculty, and female faculty.
	<u>Chart 4: Executive/Administrative/Managerial Staff</u> From Fall 2014 to Fall 2015, diversity increased among Black staff and female staff.

The University of West Florida is dedicated to providing an inclusive and welcoming environment for all who interact in the University community and utilizes many efforts to increase the diversity and success of its students at all levels of the academic process. In continuing to build a diverse environment, UWF strives to attract students, faculty, and staff from a variety of cultures, backgrounds and life experiences.

University of West Florida's efforts to increase student diversity:

Enrollment Management/Admissions

Admissions diversity activities include utilizing social networking venues to reach targeted student groups; purchasing prospective student leads that include members of the targeted student groups; executing a more consistent and timely communication plan with prospective students, including those from these targeted student groups about the process of enrolling at UWF; continuing coordinated and focused call, mail, text, and email campaigns to address specific needs of the applicant and admit pools; strengthening student/applicant understanding of financial aid and its related processes through outreach in targeted communities; maintaining and strengthening relationships with students from targeted high schools throughout the state; and offering a user friendly web presence to interact and educate students on the application process.

The Division of Student Affairs

The mission of the Division of Student Affairs at the University of West Florida is to work collaboratively with faculty, staff and students in alignment with the strategic direction of the University and to create supportive and inclusive environments so that all students may engage in purposeful activities and services that complement their educational experience and stimulate their holistic growth and development. Inclusion is one of the core Values of the Division of Student Affairs, embracing and respecting the diversity inherent in all people and creating an environment where all students can live, learn, and lead meaningful lives.

The Division of Student Affairs at the University of West Florida is dedicated to assisting students with their personal and professional development so they may reach their full potential. The Division provides quality services, programs and facilities that enrich the educational experience of students.

The Division has crafted six priorities based on the University of West Florida's Strategic Plan 2012-2017, which was adopted by the Board of Trustees in June 2012. The development of these priorities began at the Directors' Retreat in May 2012. Ideas were generated by this group and were evaluated by the Vice President for Student Affairs. Throughout the following academic school year, feedback on the development of divisional priorities shifted between the directors and members of the division via division wide meetings or departmental staff meetings. The final decision on priorities was made by the Vice President for Student Affairs.

Specific to the advancement of diversity and inclusion, the division's "Strategic Priority 1" is to "facilitate robust student life programs and services that support retention, persistence and degree completion." Over a dozen specific divisional "actions" are identified for the five-year strategic plan:

- P1.1 Review and strengthen the Delphi (first-year) and Oracle (second-year) residential learning communities.
- P1.2 Strategically develop new residential and non-residential learning communities in partnership with academic leadership.
- P1.3 Develop a University-wide first-year experience program and online presence.
- P1.4 Design and implement orientation experiences for student subpopulations (e.g., international, military veterans and TRIO) in collaboration with their "home" departments.
- P1.5 Increase the number, chapter membership and variety of social fraternities and sororities.
- P1.6 Update First Time In College student (FTIC) retention plan, and develop retention plans for student subpopulations such as transfers, graduate students, military and students of color.

- P1.7 Implement strategies to identify and assist “at risk” FTICs with their academic success.
- P1.8 Deliver services to students "where they are" including residence halls and other non-traditional locations.
- P1.9 Adapt office hours for essential and high volume service areas.
- P1.10 Develop a model for leadership development programs with a focus on major/career skill development.
- P1.11 Expand opportunities for men’s engagement on campus.
- P1.12 Explore opportunities to partner with existing campus and community faith based organizations.
- P1.13 Implement a case management approach for students experiencing a hardship or crisis.
- P1.14 Increase the number industry-focused career fairs.
- P1.15 Increase the number of departments providing “don’t cancel class” options for faculty.
- P1.16 Expand the contributions of student affairs staff at new faculty orientation.
- P1.17 Develop a plan for the continuing engagement of parents and families with the University and each other.

New Student Orientation

Attendance at orientation programs is mandatory for all incoming students and is a dynamic, engaging experience that is designed to prepare incoming students for their transition to UWF and to foster an overall understanding of the University. The Orientation staff consists of 24 diverse student leaders. Orientation also has special breakouts for International, Military, Commuter and Non-traditional students. During Orientation, special attention is given to advising and registration, campus safety and security, Title IX and VAWA information and prevention strategies and connecting students to one another through small group meetings called Argo to Argo. Topics include student success tips and diversity issues.

All FTIC and transfer students are required to attend orientation. Transfer students have the option of completing an Online Orientation program specifically geared to their needs.

A Parent and Family Orientation program is run concurrently with the student program in order to establish a successful partnership with students, families and the University.

The Delphi Program

The Delphi Program, which began in August, 2008, is the First Year Experience (FYE) Program required for any freshman student living in Martin Hall. The purpose of the Delphi Program is to create a living-learning community for first-year students to give them the opportunity to take the same classes, build friendships, and support each other through their first year of college, all of which helps ensure student success and retention.

Delphi consists of new students, Resident Assistants, Argo PALs, and a Hall Director. Argo PALS serve as advisors, confidants, mentors, and guidance counselors. They are the voice of experience for new students on a variety of topics such as making time to study or arranging class schedules. The size of the hall allows the students to feel as if they are part of a small living community. The Delphi community is intended to support and to challenge each other so that every student has an amazing experience their first-year on campus both in the classroom and by becoming part of the Delphi community. Delphi is built on three principles called pillars:

- Academic Success
- Civic Engagement
- Interpersonal Development

Delphi helps students to become successful their first year at UWF through the combination of curriculum and co-curriculum activities.

Argo Camp

Argo Camp is an optional extended orientation program for incoming students. The camp promotes the initial friendship bonds between freshmen campers and selected faculty and staff in an effort to connect the students to campus, promote acceptance of diverse cultures, and provide experiences not offered by other universities. Argo Camp provides an opportunity for first time in college students to have fun before their first semester at UWF. Students are transported to an off-campus conference facility for three days and two nights and are able to talk to current students and meet faculty members to learn about campus life and academics in a more relaxed atmosphere. Statistics show that students who attend Argo Camp are more likely to be involved on campus and reach out to other students, which minimizes homesickness. Argo Camp helps with the emotional and social changes students experience during the transition from high school to the University. Prospective UWF students who attend Argo Camp arrive at UWF with several new friends before the semester begins.

The Office of Family Programs

The Office of Family Programs strives to develop relationships and provide support to families throughout their students' college experience. UWF recognizes the importance of partnering with families to promote student development and success. The office serves as a centralized resource and a liaison between the University and families with a focus on communication, events and partnerships, and provides an outlet for families to become active members of the UWF community. The goals of the Office of Family Programs are the following:

- Establish partnerships between families and the University of West Florida through increased communication
- Provide resources families need to encourage their students' development and success

- Educate families about the University of West Florida and the services and opportunities available for students

Argo Link

Argo Link is an incentive-based program designed to help first time in college students adjust to UWF and become active, informed members of the campus community. The main focus of Argo Link is to get new Argonauts involved in fun events, meeting people, and getting connected to UWF by attending campus events. The program has upperclassmen as Link Liaisons to help students transition to UWF and get connected to campus. Link Liaisons attend all Argo Link events and email participants with information about upcoming events, important dates, tips, reminders, and are available to answer any student questions. ArgoLink will focus on commuter students in the 2014- 2015 school year.

Common Ground

The Common Ground Inclusion and Diversity Training group provides peer training and dialogue to help create safe spaces to discuss issues of difference and inclusion. This group is open to all students who are interested in promoting inclusion and diversity on campus.

Student Case Management

The Case Management Director serves as a centralized point of response and contact for students and the campus community. Case Management services is designed to respond to student issues and concerns both inside the classroom and beyond. Each student's case differs and can range from a simple email to instructors to inform them of a student's illness to interventions that are far more severe. The goal of Case Management is to help retain the student by providing relevant guidance on various issues. Among the most critical functions of case management at UWF are identifying campus and community resources; analyzing students' concerns and recommending appropriate solutions and course (s) of action; understating and communicating concerns and determining possible outcomes. The case management director works in collaboration with various offices on campus to address student needs including academic affairs, Psychological and Counseling Services, Admissions, Housing and Residence Life, the Office of the Registrar and faculty and staff.

The University Commons and Student Involvement (UCSI)

The University Commons is the student union for UWF and is referred to the as the "University Living Room" because of its relaxed atmosphere and constant level of activity. Facilities, services, and events are designed to encourage students to become engaged in campus life at UWF. The vision of USCI is to enrich campus life by providing services, amenities and opportunities for community development, multicultural experiences, personal growth, and acquisition of skills vital to the development of engaged citizens and future leaders.

International Student Office

The International Student Office facilitates the immigration law component of the international student's life. They provide immigration assistance to all international students, scholars, and employees. Upon arrival at UWF, every international student must contact the International Student Office. The International Student Office also facilitates the University community's connection to a broader understanding of international culture.

Intensive English Program

Since 1996, the Intensive English Program has brought international students to campus to study English as a second language. The program offers full and half term options for students in fall, spring, and summer semesters.

Study Abroad

The Office of Diversity and International Education and Programs (ODIEP) administers international exchange programs for students and faculty. Exchange agreements with universities in 16 countries throughout Europe, Asia, Brazil, and South America allow students to pay UWF tuition and receive UWF credit for course work conducted abroad.

Japan Center

The mission of the Japan Center at UWF is to foster stronger ties between the U.S. and Japan through educational, cultural, and business programs. Under this mission, the Center operates the activities of the Florida-Japan Linkage Institute, the Jikei-American Center, the UWF Japan House, and the Japan-America Society of Northwest Florida. The Center also offers credit and non-credit Japanese language instruction. The Center plays an active role in promoting both the sister-state relationship between the state of Florida and the prefecture of Wakayama in Japan as well as the sister-city relationship between the city of Pensacola and the city of Gero in Japan.

Florida-Japan Linkage Institute

The Florida-Japan Linkage Institute (FJLI) works toward strengthening mutual understanding and cooperation between the peoples of Florida and Japan through the promotion of educational, cultural, economic, and policy relations. The FJLI awards out-of-state tuition exemptions to Japanese citizens studying at Florida public universities and community colleges. The Institute is a joint program between UWF, University of South Florida, and St. Petersburg College.

Florida-China Linkage Institute

The Florida-China Linkage Institute (FCLI) provides a broad range of services to the local community and university students, including out-of-state waivers, Conference for Chinese Studies, and trade show and industry information. The FCLI is a joint program between UWF, University of South Florida, and Brevard Community College.

The Office of Diversity

The Office of Diversity coordinates diversity programming for the University through the John C. Pace Jr. Symposium Series as well as sponsoring campus and community events that address the needs of an increasingly diverse student body through a myriad of programs that promote and enhance educational programs for students, faculty, staff, and the wider community in support of a diverse and globalized environment.

Military Connections Committee

The committee helps promote a military-friendly environment by planning and implementing campus events that recognize veterans and their families. The Military Connections committee was begun at UWF in 2006. Since that time, the committee has expanded its membership to include active duty and retired military personnel as well as faculty and staff and the education liaisons for both Naval Air Station, Pensacola, Florida and Whiting Field, Milton, Florida. The committee welcomes students as well. The Military Connections Committee is committed to continuing its efforts to foster inclusion on the campus and in the northwest Florida community by partnering with other departments on campus and reaching out to the local community.

Military and Veterans Resources Center

In 2012, the University opened the Military and Veterans Resources Center (MVRC) to assist military and veteran students successfully transition from the military environment to campus life. The mission of MVRC is to serve the educational and training needs of prospective and currently enrolled service members, veterans, their dependents, their survivors, and other persons eligible to receive educational benefits under the various Department of Veteran Affairs (DVA) programs. The MVRC supplements recruitment and retention efforts by providing transition assistance counseling, program and application information, and certifying eligible students to receive DVA educational benefits while maintaining productive relations with the DVA and other agencies serving veterans students.

Black History Month

Black History Month is celebrated each February to acknowledge African-American achievements and contributions. UWF joins in this acknowledgment by presenting a variety of programs to highlight African-American heritage such as performing artists, lectures, and gospel performances. All programs are open to the public without charge, unless otherwise noted.

Student Success Programs (SSP)

The mission of SSP is to contribute to the University of West Florida by providing academic assistance and academic resources in an effort to increase retention and graduation rates while promoting student learning and enhancing the development of UWF students. SSP are designed to help participants to be successful college students and assist with any issues participants may have during their time at UWF. Each participant is assigned a Success Counselor to assist in meeting their individual goals and successfully complete a

bachelor's degree. Programs include a learning center that provides academic advising and tutoring, a book loan library, and a mentoring program.

Brother-to-Brother

Brother-to-Brother is designed to provide its African American, Hispanic, and Latino male students with a variety of academic support services, activities, and resources. Embracing the principles of accountability, leadership, self-discipline, and intellectual development, UWF's Brother-to-Brother Program was developed to increase retention and graduation. The program fosters a system of support committed to the success of each participant.

College Reach-Out Program (CROP)

CROP is a pre-collegiate program funded by the Florida Department of Education that provides services to eligible (low income, first generation in college) middle and high school students in the state of Florida. Services and activities are designed to improve the educational motivation and preparation of participating students. Additionally, students in grades 8 through 11 have the opportunity to participate in an on-campus summer bridge program.

Mentoring Program

The program provides both professional and student mentoring by faculty, staff, administration, alumni, and community professionals. Student mentors include currently-enrolled juniors and seniors. Mentors work to establish relationships, enhance personal growth, career development, and goal achievement, and introduce new students to the campus culture.

Multicultural Support Services

This program is designed to increase the recruitment, retention, and graduation rates of multicultural students through activities such as academic support services, tutorial assistance, counseling, cultural events, and support for University initiatives aimed toward diverse populations.

TRiO/Student Support Services

TriO is a federally funded program that provides academic support for eligible students including tutoring, advising, mentoring, career planning, financial aid, cultural and social activities, and academic intervention. The Trio/SSS serves 200 low income, first generation students, and students with disabilities.

The Learning Center

The Learning Center provides free tutorial assistance and academic support services to all students, including distance learners, enrolled at UWF.

Scholarship Opportunities

In addition to the programs and support services available to students and their families, UWF provides numerous scholarship opportunities to help alleviate student financial

barriers and attract and retain a diverse student body. The following are examples of scholarships available at the University:

John C. Pace, Jr. Memorial Scholarship

This endowed scholarship was established in 1994 by the multi-million dollar gift by the last will and testament of Dr. John C. Pace, Jr. of Pensacola. The endowment supports transfer scholarships from Florida public community colleges, achievement scholarships for continuing students, graduate scholarships, and honors scholarships to new full-time freshman and Black freshman.

BG & Mrs. Michael L. Ferguson Scholarship for Sons/Daughters Military Vets

This endowed scholarship was established in 2001 by Brigadier General and Mrs. Michael L. Ferguson. Scholarships are awarded to the son or daughter of a deceased, active duty or retired veteran who demonstrates leadership capability and a commitment to service, with children of Army veterans receiving a priority.

Dan McLeod Memorial Scholarship

The Dan McLeod Memorial Scholarship was founded to honor and remember UWF employee Dan McLeod and to offer help to students who may be struggling with a visible or invisible disability.

Theodore R. and Vivian M. Johnson Scholarship

The Johnson Scholarship is a competitively-awarded program which is available to undergraduate students with disabilities who have a financial need.

Intown Business Women's Club Scholarship

This scholarship was established in 1982 by the Intown Business Women's Club of Pensacola, Florida. The scholarships are awarded to females returning to school with preference to business oriented programs.

Pensacola Women's Alliance

This scholarship was established in 1992 by the Pensacola Women's Alliance. The Pensacola Women's Alliance encourages the advancement of women by disseminating information and conducting educational seminars and to promote the acceptance of women in positions of responsibility. Scholarships are awarded to female students older than 25 years old with financial need pursuing a college degree or vocational trade.

Latin American/Caribbean Scholarship

This scholarship was established in 2001 by the UWF Foundation, UWF, and friends of the University. Scholarships are awarded to citizen/resident of a Latin American or Caribbean country, including Puerto Rico and the U.S. Virgin Islands.

The Lisa Wallace Giese Memorial Scholarship Endowment

Scholarship preference is given to a female student in their junior, senior, or graduate level year majoring in Accounting and maintaining a 3.5 or higher in their major coursework.

Helene Erickson Memorial Women's Tennis Scholarship

This scholarship is intended for undergraduate and graduate students on the women's tennis team.

Aimee Godwin Scholarship

This scholarship is for students on the UWF Women's Basketball team.

Women's Athletic Trust

This scholarship is for women athletes and other women's athletics.

Women's Cross Country Scholarship Endowment

This scholarship is for undergraduate or graduate students on the women's cross-country team.

Argo Scholars

These scholarships are for a select group of highly motivated Pensacola High School students who also have significant financial or other barriers to success. ARGO Scholars are mentored, participate in a variety of cultural experiences, and receive scholarship support for tuition, books and room/board while at UWF.

Lisa Jo Dickson Memorial Scholarship Endowment

Scholarship awards are made to an upper division initiated female of a UWF Panhellenic sorority who has proven leadership roles in and commitment to the mission of Panhellenic Greek life and her sorority. The recipient must have a 2.8 GPA and record of volunteerism/community service. Students may receive the award a maximum of two times.

W.J. ("Jerry") Douglas Annual Scholarship

This scholarship is awarded to a student meeting UWF's enrollment requirements and may include the amount of tuition and matriculation fees, excluding summer term. First preference is given to student(s) returning to or beginning school during and/or after military service. Second preference is given to the dependent of a person who was a student during and/or after military service.

Dr. Grace Po-Yuen Chiu Scholarship

This scholarship is awarded to students majoring full time in international chemistry entering their junior or senior year with financial need.

Maria Flewellen Mikel Memorial Scholarship Endowment

Preference for this scholarship is given to an upper division or transfer female student pursuing a degree in Business or Finance and maintaining a 2.7 GPA. The award is equivalent to the amount of tuition and matriculation fees.

Stan and Mary Stephenson Engineering Scholarship

This scholarship is for full-time students majoring in electrical engineering who have a cumulative GPA of 3.0 on a 4.0 scale. Preference is given to electrical engineering students with dependents who indicate a desire to teach engineering and/or first generation college students in engineering.

Frank and Alice Adams Scholarship Fund

This scholarship is for a Florida resident freshman with a documented specific learning disability and a cumulative GPA of 2.5 on a 4.0 scale. It is renewable through the senior year based on cumulative GPA requirements. The maximum award is equal to tuition/matriculation fees for two terms.

Max Conner Scholarship Endowment

This scholarship is for UWF students with significant, demonstrated financial need. Preference will be given to first generation students defined as those students whose parents do not possess a baccalaureate degree.

First Generation Scholarships

These scholarships are for college students who meet Florida's residency requirements for receipt of state student financial aid, have not previously received a baccalaureate degree, and are first generation college students. A student is considered first generation if neither of the student's parents earned a college degree at the baccalaureate level or higher, have completed a FAFSA (Free Application of Federal Student Aid), and are eligible for need based financial aid.

The Kerrigan Daughters' Young Women's Scholarship

This scholarship is for a female student under the age of 30 (for the first award) with dependent children. Preference is given for those with primary care of children under the age of 10. First-time students are eligible regardless of GPA. The award covers tuition, books, lab fees, and matriculation fees plus up to \$250 for miscellaneous expenses per semester. Recipients are eligible for a maximum of 10 semesters if requirements are met. The primary qualification is need, and academic achievement is considered where the need of multiple applicants is equivalent.

The Society of American Military Engineers, Pensacola Post Scholarship

These scholarships are for students residing in Escambia and Santa Rosa counties who are enrolled in Electrical Engineering Technology or pre-engineering

programs and have financial need. Preference is given to veterans or active duty military personnel.

Solutia Pre-Engineering Scholarship

This pre-professional scholarship is for a minority and/or female student with above average grades and with financial need.

Dr. Cheryl L. Thomas Memorial Scholarship

These scholarships are for students meeting UWF enrollment requirements. Preference is given to need-based upper division female students with GPA of 2.5 or above. The maximum amount of awards is equal to tuition and matriculation fees.

Bruce R. Dunn Single-Mother Scholarship Fund

These scholarships are for single parents with dependent children (one or more living with the parent) who are full time students pursuing a graduate degree in Psychology. A cumulative GPA of 3.5 on a 4.0 scale is required along with a minimum of 9 coursework hours remaining in their program and financial need. Awards of \$500 to \$1,250 per semester for tuition and matriculation fees (excluding summer) are available.

ADK, Alpha Delta Kappa, LM/LM

This scholarship is for a female U.S. Citizen admitted to the teacher education program. The individual must be of good character, have a GPA of 3.2 on a 4.0 scale or better, and have some financial need.

ADK, Alpha Delta Kappa, Alpha XI Chapter

This scholarship is for a female U.S. Citizen entering the field of education. Must be of good character, have a GPA of 3.0 or better, and have some financial need.

Jeffrey Scott Henshall Scholarship

This scholarship awards a student with a disability or a student whose focus is disability related.

Linda O. Dye Award

This annual leadership award of \$500 is made to a female student for significant contributions, sustained leadership, and service to campus life at UWF. Considerations are time, energy, creativity, and work to enhance activities, intercollegiate athletics, and the development and maintenance of traditions.

University of West Florida's Strategies for Achieving Employment Diversity Goals:

- Utilizing an online recruitment and hiring process increases the visibility of openings at UWF to applicants for employment both internally and externally.
- Hiring managers are required to advertise job openings in discipline-specific journals and those frequented by females and minorities.
- Job application deadlines are extended and hiring officials are required to advertise in diverse publications when searches have not resulted in a culturally and gender diverse applicant pool.
- Additional outreach initiatives are utilized such as job fairs targeted to females, minorities, individuals with disabilities, and veterans.
- Bias in the employment process is controlled by requiring that search committees represent gender and racial diversity.
- The John C. Pace Symposium series is designed to bring distinguished scholars, artists and leaders to Pensacola for lectures, performances and a variety of interactions with faculty, students, staff and the public.
- Access, equal opportunity, and diversity are included in the University's strategic planning process.
- The President's Award for Leadership in Diversity is provided annually to recognize demonstrated leadership and/or evidence of participation in multiculturalism and diversity and the engagement in dissemination of information and implementation of events or activities to enhance cross-cultural understanding.

UWF will continue multicultural/diversity training opportunities. Funding is available for full-time faculty and staff to travel to obtain training on multiculturalism/diversity issues. Applicants demonstrate how the training will benefit the diversity of the campus community and how attendance will contribute to the applicant's discipline, and how learning may be incorporated into diversity initiatives in the individual's department. Attendees share their knowledge by presenting what they have learned to the campus community.

UWF will continue its commitment to advertising career opportunities in female and minority publications; providing the annual President's Diversity Leadership Awards to faculty, staff, and students; making professional development leave available to faculty; and making tuition fee waivers and textbook scholarships available to faculty and staff. These strategies will ensure that the University remains visible to female and minority applicants, maintains budgetary incentive plans to recruit a diverse workforce, and provides educational scholarship assistance to further the University's goal of a culturally-diverse campus.

PART VII: PROTECTED-CLASS REPRESENTATION IN THE TENURE PROCESS, 2014-2015

Sex, Race/Ethnicity	Applied	Withdrawn	Denied	Deferred	Nominated
MALES					
American Indian or Alaskan Native					
Asian					
Black or African American					
Hispanic					
Native Hawaiian/Other Pacific					
Two or More Races					
White	3	0	0	0	3
Other, Not Reported	1	0	0	0	1
Total Male (Include Other, Not Reported)	4	0	0	0	4
FEMALES					
American Indian or Alaskan Native					
Asian					
Black or African American					
Hispanic					
Native Hawaiian/Other Pacific					
Two or More Races					
White	1	0	0	0	1
Other, Not Reported					
Total Female (Number and Percent) (Include Other, Not Reported)	1	0	0	0	1
GRAND TOTAL					

LEGEND:

APPLIED: Faculty whose names have been submitted for tenure review. Sum of Withdrawn, Denied, and Nominated (or provide explanation).

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

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

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

PART VIII: PROMOTION AND TENURE COMMITTEE COMPOSITION, AY 2014-2015

Type of Committee	Black or African American		American Indian/Alaskan Native		Asian		Native Hawaiian or Other Pacific Islander		Hispanic		Two or More Races		White		Other, Not Reported		Total including Other, Not Reported	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
University Faculty Personnel Committee					2	1							5	3	1		8	4
College Personnel Committee – College of Arts, Social Sciences and Humanities													3	2			3	2
College Personnel Committee - College of Business						1							5	1			5	2
College Personnel Committee - College of Education and Professional Studies		1	1		1								3	2			5	3
College Personnel Committee - College of Science, Engineering and Health													2	3			2	3

PART IX: OTHER REQUIREMENTS

A. Budget Plan

UWF requires hiring managers to advertise in diverse publications. These publications included: *AffirmativeAction.org – American Association, Diverse Issues in Higher Education, Hispanic Outlook, Journal of Blacks in Higher Education, Academic Diversity Search, Diversity.com, International Chrie Communique, and Women in Higher Education.*

The University has been successful in increasing exposure of its position openings to females and minorities in the hiring market, and this will continue to be a priority.

B. President's Evaluation

Each year, the Board of Trustees evaluates the University President. The evaluation includes reviewing equity goals and objectives. The President ensures that diversity and equity goals are a priority at the University.

C. Top Administrators' Evaluations

The University President continually evaluates the activities of the vice presidents to ensure that diversity remains a priority at the University. The University of West Florida's commitment to diversity is campus wide. All University employees are evaluated annually on diversity regarding their support of equal opportunity and the University's goals of displaying empathy and acceptance of diverse viewpoints; treating others with respect, dignity, and consideration; promoting an environment free of harassment and discrimination; building a diverse workforce; including diversity in committees so that expectations of all are considered; making efforts to ensure that all employees feel included; and assuring that campus diversity is reflected in the membership of search committees.



University of
West Florida

2016 Florida Equity Report

Karen Rentz

Interim Equal Opportunity Officer

Florida Equity Report Overview

- Submitted annually to the BOG, as required by Regulation 2.003 Equity and Access.
- The Student Enrollment and Employment sections focus on minorities and females.
- The Athletics section focuses on gender equity.
- The 2016 Florida Education Equity Report is based on 2014-2015 data.

Degrees Awarded (2014-2015)

- Bachelor (1,926)
 - females (62%)
 - minorities (24%)
- Master & Specialist (780)
 - females (66%)
 - minorities (20%)
- Doctoral (12)
 - females (58%)
 - minorities (25%)

Athletics: 2014-2015

- Sport Offerings: Female - 8 Men - 6
- Participation Rates:
 - Student Athletes
Male 126 (46%) Female 151 (54%)
 - F-T Undergraduate Student Enrollment
Male 3,095 (43%) Female 4,165 (57%)
- Scholarship offerings for athletes
 - Male \$913,920 (43%)
 - Female \$1,228,400 (57%)

Report Changes

Several tables were updated.

For example:

Student Table 1, FTIC Enrollment contains Fall 2015 data, data from 2014, and data from 2010.

Questions?

A decorative blue pattern on the left side of the slide, consisting of overlapping, stylized, circular shapes that create a sense of depth and movement. The pattern is rendered in a darker shade of blue against the lighter blue background of the slide.A decorative white pattern on the right side of the slide, consisting of overlapping, stylized, circular shapes that create a sense of depth and movement. The pattern is rendered in white against the light blue background of the slide.

UWF Board of Trustees Meeting
Audit & Compliance Committee
August 17, 2016

Issue: Internal Auditing & Compliance -Update on Activities
Proposed action: Informational

To provide the Committee with an overview of activities within Internal Auditing & Compliance.

1. Status of audit in process
2. Status of advisory/consulting activities
3. Compliance operation
4. Miscellaneous items

Recommendation: Information only

Implementation: None

Fiscal Implications: Fiscal oversight by the UWF Board of Trustees

Prepared by: Betsy Bowers, Associate Vice President, 850-474-2636, bbowers@uwf.edu

Presenter: Betsy Bowers, Associate Vice President

UWF Board of Trustees Meeting
Audit & Compliance Committee
August 17, 2016

Issue: US Department of Education Final Determination on Statewide Single Audit Report of the State of Florida Universities and Colleges

Proposed action: Informational

Background information:

The Florida Auditor General performed a single audit (OMB Circular A-133) for the period July 1, 2013, through June 30, 2014. This report and the associated findings went to the US Department of Education for final determination concerning the portions of the audit report that related to the programs authorized pursuant to Title IV of the Higher Education Act of 1965, as amended, 20 U.S.C. §§1070 et seq. (Title IV, HEA programs aka Federal Financial aid and grants).

UWF had two findings in this report.

1. Finding #2014-048 and 049: IT Access and Monitoring Controls related to IT access of certain employees to be able to view, change or delete data. *{This was a repeat finding of the 2012-2013 award year.}* UWF was in the midst of transitioning to the Banner Student module that was being piloted in the Office of Financial Aid during the audit. Our corrective action plan indicated that the Banner financial aid system was complete, and the details of the corrective action were not detailed in the formal report because they are sensitive and security-related. **No further action is required, as per the U.S. Department of Education.**
2. Finding 2014-051: Incorrect Enrollment Status: Per Federal Financial Aid regulations, students should not receive Title IV (*e.g., Pell, Subsidized Federal Direct Loan and Unsubsidized Federal Direct Loan*) money for courses that do not apply toward their designated program of study. UWF had been reviewing enrollment as to full or part time, but not if the particular courses were in the student's designated program of study. Per the Federal regulations, if a student is enrolled in courses that do not count toward his/her degree, certificate, or other recognized credential, they cannot be used to determine enrollment status unless they are eligible for remedial courses. As part of our corrective action, UWF:
 - Reviewed all students with 90 or more credits who enrolled in courses not applicable to the degree. *[UWF reviewed enrollment status for 2013-14 and found 897 Title IV recipients were enrolled in courses outside of their degree program.]*
 - Upon review, various academic departments determined if the particular course could be used as a substitution and fulfill a student's degree requirement.
 - The Financial Aid Office adjusted the enrollment status and Title IV awards for all courses that did not meet the student's degree requirement.
 - Overawards of Title IV monies would be returned to the US Department of Education.

The Final Determination from US Department of Education was as follows:

- a. **Repay** \$855,839 in Pell Grant overpayments that was reimbursed on July 27, 2016.
- b. **Reimburse** the US Department of Education \$13,108 for interest/cost of funds (COF) for a total of **\$868,947** being reimbursed to US Department of Education on July 27, 2016.

- c. **Repay** the US Department of Education **\$10,301** for our default rate rather than the entire amount of overawards for the Federal Direct Loans. This was reimbursed to US Department of Education on July 27, 2016.
- d. UWF is required to correct its method to determine student enrollment status at the time Title IV aid is disbursed. (UWF corrected this and has in place a warning system that alerts the student if they register for a course that is outside their program of study.

Recommendation: Informational Item

Implementation Plan: None

Fiscal Implications: UWF's fiscal management of Federal Financial Aid and Grants administered under Title IV of the Higher Education Act of 1965

Supporting document:

Excerpt from US Department of Education letter to Governor Scott, dated June 22, 2016, showing UWF's findings

Prepared by: Betsy Bowers, Associate Vice President, 850-474-2636, bbowers@uwf.edu

Facilitator/Presenter: Betsy Bowers, Associate Vice President



JUN 22 2016

The Honorable Rick Scott
Governor of Florida
Office of the Governor
The Capital
400 S. Monroe St.
Tallahassee, FL 32399-0001

UPS Next Day Air
#1ZA87964NT943731431

RE: Audit Control Number (ACN): 04-2014-50833
FAC ACN: 04-2014-59572
OPE ID Number: 00147000

Dear Governor Scott:

The U.S. Department of Education (Department) has reviewed the single audit report of the State of Florida Universities and Colleges. This audit report, prepared by the Office of the Auditor General, State of Florida, in accordance with the Office of Management and Budget Circular A-133, covers the period July 1, 2013 through June 30, 2014. This letter advises the State of Florida Universities and Colleges of the Department's final audit determination concerning the portions of the audit report that relate to the programs authorized pursuant to Title IV of the Higher Education Act of 1965, as amended, 20 U.S.C. §§ 1070 *et seq.* (Title IV, HEA programs).

The Department has reviewed the corrective action plans and/or management responses provided with the audit report. Enclosed is the Department's final audit determination for this audit. Institutional responses and supporting documents **are not attached**; however they will be retained and are available for inspection by each school upon request. Copies of the final audit determination, any institution response, and any supporting documentation may be subject to release under the Freedom of Information Act (FOIA) and can be provided to other oversight entities after this final audit determination is issued.

Although the enclosures to this letter may not address each of the auditor's findings, each applicable university or college must take the necessary actions to correct all of the deficiencies noted in the audit report. Sections .315(b) and .320 (c) of OMB Circular A-133 require institutions to prepare and submit as part of the reporting package a *Summary Schedule of Prior Audit Findings* that reports the status of prior audit findings. In preparing that Schedule, institutions must comment on all actions taken to correct each finding noted in this audit report, including any action required in the enclosures to this letter.

Federal Student Aid
An OFFICE of the U.S. DEPARTMENT of EDUCATION

Atlanta School Participation Division
61 Forsyth St. SW, Room 18T40
Atlanta, GA 30303-8918

The following institutions have no deficiencies, or it has been determined that the findings cited in the audit have been satisfactorily resolved based on information provided by these institutions:

1. Chipola College
2. College of Central Florida
3. Daytona State College
4. Eastern Florida State College
5. Florida Agricultural & Mechanical University
6. Florida Gulf Coast University
7. Florida International University
8. Florida Keys Community College
9. Hillsborough Community College
10. Indian River State College
11. Lake Sumter State College
12. North Florida Community College
13. Northwest Florida State College
14. Palm Beach State College
15. Pensacola State College
16. Santa Fe College
17. South Florida State College
18. St. Petersburg College
19. State College of Florida, Manatee-Sarasota
20. Tallahassee Community College
21. University of Florida

Findings for the (18) remaining institutions are addressed in the enclosure. Required actions outlined in the enclosures must be completed as specified under each final audit determination. Repayment Instructions for any liabilities owed are provided within this letter at the end of each institution's section. Appendices will be forward to applicable institutions under separate cover.

All universities and college are advised that repeat findings in future audits or failure to satisfactorily resolve the findings of this audit may lead to an adverse administrative action. An adverse action may include the imposition of a fine, or the limitation, suspension, or termination of the eligibility of the institution pursuant to 34 C.F.R. Part 668, Subpart G.

If any State of Florida institution elects to appeal to the Secretary of Education for a review of the monetary liabilities established by this final audit determination, the institution must file a written request for a hearing. The Department must receive the institution's request no later than 45 days from the date it receives this final audit determination letter. An original and four copies of the information must be attached to the institution's request. The request must be sent to:

Susan Crim, Director
Administrative Actions and Appeals Service Group
U.S. Department of Education
Federal Student Aid / PC

830 First Street, NE - UCP3, Room 84F2
Washington, DC 20002-8019

The institution's appeal request must:

- (1) indicate the findings, issues and facts being disputed;
- (2) state the institution's position, together with pertinent facts and reasons supporting its position;
- (3) include all documentation it believes the Department should consider in support of the appeal. Any documents relative to the appeal that include PII must be redacted except the student's name and last four digits of his / her social security number (please see the attached document, "Protection of Personally Identifiable Information," for instructions on how to mail records containing PII); and
- (4) include a copy of the final audit determination letter.

If the appeal request is complete and timely, the Department will schedule an administrative hearing in accordance with § 487(b)(2) of the HEA, 20 U.S.C. § 1094(b)(2). The procedures followed with respect to the institution's appeal are those provided at 34 C.F.R. Part 668, Subpart H. Interest on the appealed liabilities shall continue to accrue at the applicable value of funds rate, as established by the United States Department of Treasury, or if the liabilities are for refunds, at the interest rate set forth in the loan promissory note(s).

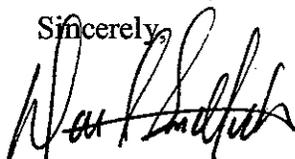
Protection of Personally Identifiable Information:

Personally Identifiable Information (PII) is any information about an individual which can be used to distinguish or trace an individual's identity (some examples are name, social security number, date and place of birth). The loss of PII can result in substantial harm, embarrassment, and inconvenience to individuals and may lead to identity theft or other fraudulent use of the information. To protect PII, the findings in the attached report do not contain any student PII. Instead, the findings reference students by the Appendices attached to this report.

Program records relating to the period covered by this audit must be retained until the later of: resolution of any loans, claims, or expenditures questioned in the audit, 34 C.F.R. § 668.24 (e)(3)(i), or the end of the retention period applicable to the record under 34 C.F.R. §§ 668.24 (e)(1) and (e)(2).

The State of Florida University and College officials' continued cooperation throughout the audit review process is appreciated. If there are any questions about the review, please contact Lisa Lancaster at (404) 974-9296.

Sincerely,



David Smittick
Compliance Manager

Enclosures

cc: Mr. J. David Armstrong, Jr., President, Broward College
Dr. Marielena DeSanctis, Vice President of Student Affairs and Enrollment Management, Broward College
Dr. Jason Hurst, President, Chipola College
Ms. Beverly Hambright, Financial Aid Administrator, Chipola College
Dr. James D. Henningsen, President, College of Central Florida
Ms. Maureen M. Anderson, Financial Aid Administrator, College of Central Florida
Dr. Thomas LoBasso, Interim President, Daytona State College
Ms. Aileen Morrissey, Financial Aid Administrator, Daytona State College
Dr. James H. Richey, President, Eastern Florida State College
Ms. Eileen S. Brozowski, Director of Financial Aid, Eastern Florida State College
Dr. Elmira Mangum, Interim President, Florida A & M University
Ms. Lisa A. Stewart, Financial Aid Director, Florida A & M University
Dr. John W. Kelly, President, Florida Atlantic University
Ms. Tracy L. Boulukos, Financial Aid Administrator, Florida Atlantic University
Dr. Charles W. Hall, President, Florida Gateway College
Ms. Becky Westberry, Financial Aid Administrator, Florida Gateway College
Dr. Wilson G. Bradshaw, President, Florida Gulf Coast University
Mr. Jorge E. Lopez, Financial Aid Administrator, Florida Gulf Coast University
Dr. Mark B. Rosenberg, President, Florida International University
Mr. Francisco Valines, Financial Aid Administrator, Florida International University
Dr. Jonathan N. Gueverra, President, Florida Keys Community College
Ms. Joyce Lubeck-Sonenberg, Financial Aid Administrator, Florida Keys Community College
Dr. Jeffrey Allbritten, President, Florida SouthWestern State College (formerly Edison State College)
Ms. Catherine Morgan, Financial Aid Administrator, Florida SouthWestern State College
Dr. Cynthia Bioteau, President, Florida State College at Jacksonville
Mr. Rodrick Andrews, Financial Aid Administrator, Florida State College at Jacksonville
Mr. John Thrasher, President, Florida State University
Mr. Darryl A. Marshall, Assistant V.P./Financial Aid Director, Florida State University
Dr. John Holdnak, President, Gulf Coast State College
Mr. Kristopher L. Hatcher, Financial Aid Administrator, Gulf Coast State College
Dr. Ken Atwater, President, Hillsborough Community College
Ms. Tierra Smith, Financial Aid Administrator, Hillsborough Community College
Dr. Edwin R. Massey, President, Indian River Community College
Ms. Mary Lewis, Financial Aid Administrator, Indian River Community College
Dr. Charles R. Mojock, President, Lake Sumter Community College
Ms. Audrey V. Williams, Financial Aid Administrator, Lake Sumter Community College
Dr. Eduardo J. Pardon, President, Miami-Dade College
Ms. Mercedes Amaya, Director of Financial Aid, Miami Dade College
Dr. Donal O'Shea, President, New College of Florida
Ms. Tara Karas, Financial Aid Administrator, New College of Florida
Mr. John D. Grosskopf, President, North Florida Community College

Ms. Amelia A. Mulkey, Financial Aid Administrator, North Florida Community College
Dr. Sasha Jarrell, Interim President, Northwest Florida State College
Ms. Patricia A. Bennett, Financial Aid Administrator, Northwest Florida State College
Ms. Ava L. Parker, President, Palm Beach State College
Ms. Veronica E. Wood, Interim Financial Aid Administrator, Palm Beach State College
Dr. Timothy Beard, President, Pasco – Hernando Community College
Ms. Rebecca Shanafelt, Dean of Financial Aid, Pasco – Hernando Community College
Dr. Charles E. Meadows, President, Pensacola State College
Ms. Karen S. Kessler, Director Financial Aid/Veteran's Services, Pensacola State College
Dr. Eileen Holden, President, Polk State College
Ms. Marcia M. Conliffe, Financial Aid Administrator, Polk State College
Dr. Joe H. Pickens, President, Saint Johns River State College
Mr. Daniel Barkowitz, Financial Aid Administrator, Saint Johns River State College
Dr. Jackson N. Sasser, President, Santa Fe College
Ms. Kamia Mwangi, Financial Aid Administrator, Santa Fe College
Dr. E. Ann McGee, President, Seminole State College
Ms. Roseann Amato, Financial Aid Administrator, Seminole State College
Dr. Thomas C. Leitzel, Jr., President, South Florida State College
Ms. Jerry Donna, Financial Aid Administrator, South Florida State College
Dr. William D. Law Jr., President, St. Petersburg College
Mr. Michael J. Bennett, Financial Aid Administrator, St. Petersburg College
Dr. Carol Probstfeld, President, State College of Florida, Manatee-Sarasota
Mr. Thomas Vo, Financial Aid Administrator, State College of Florida, Manatee-Sarasota
Dr. James T. Murdaugh, President, Tallahassee Community College
Mr. William K. Spiers, Jr., Financial Aid Administrator, Tallahassee Community College
Dr. John C. Hitt, President, University of Central Florida
Ms. Alicia Keaton, Financial Aid Administrator, University of Central Florida
Dr. W. Kent Fuchs, President, University of Florida
Mr. Richard Wilder, Financial Aid Administrator, University of Florida
Mr. John A. Delaney, President, University of North Florida
Ms. Anissa Agne, Financial Aid Administrator, University of North Florida
Dr. Judy L. Genshaft, President, University of South Florida
Ms. Billie Jo Hamilton, Financial Aid Administrator, University of South Florida
Dr. Judith A. Bense, President, University of West Florida
Ms. Shana R. Gore, Financial Aid Administrator, University of West Florida
Dr. Sanford Shugart, President, Valencia Community College
Mr. Chris Christensen, Financial Aid Administrator, Valencia Community College
Dr. Jan Ignash, Chancellor of the State University System of Florida
Ms. Madeline M. Pumariaga, Chancellor for the Florida College System
Mr. David W. Martin, CPA, State of Florida Auditor General
Southern Association of Colleges and Schools (SACS), Commission on Colleges
Department of Defense
Department of Veterans Affairs
Consumer Financial Protection Bureau

INSTITUTION: **UNIVERSITY OF WEST FLORIDA**

OPE ID: **00395500**

FINDING: **2014-048 and 049, IT Access and Monitoring Controls, Pages 101-108**

Access to Information Technology (IT) provides certain employees the capability to view, change, or delete data. It also restricts employees from performing functions that are conflicts of interest, or that are outside their area of responsibility.

Effective access controls over IT resources provide safeguards to assist in the prevention or detection of errors or misuse.

Audit testing did not disclose any instances of errors or fraud. However, testing of selected access to the financial aid system disclosed that certain employees had inappropriate or unnecessary access privileges which permitted them to perform incompatible functions.

The audit also noted that certain IT monitoring controls to protect the institution's IT resources needed improvement. (The audit report did not disclose specific details of the deficiencies to avoid the possibility of compromising student financial aid system information. However, appropriate school personnel were notified of the deficiencies.)

Lack of appropriate controls increase the risk of unauthorized use, and the disclosure, modification, or destruction of institutional data and IT resources. In addition, there is an increased risk that inappropriate or unauthorized changes may not be detected in a timely manner.

This is a repeat finding from the audit of the 2012-2013 award year.

FINAL AUDIT DETERMINATION:

Per 34 C.F.R. § 668.14(b), by entering into a program participation agreement, an institution agrees that it will, amongst other requirements, establish and maintain procedures and records as necessary to ensure proper and efficient administration of funds received from the Secretary for students under the Title IV programs, together with an assurance that it will provide, upon request and in a timely manner, information relating to the administrative capability and financial responsibility of the institution. To continue to participate in the Title IV programs, an institution must demonstrate that it is capable of adequately administering the programs by indicating the responsibilities of the various offices with respect to the approval, disbursement and delivery of Title IV funds; preparing and submitting required reports; and maintaining a system that provides for adequate checks and balances, and internal controls (34 C.F.R. §§ 668.16(b)(4) and (c)).

Effective controls assist in the prevention and detection of errors or fraud. Proper controls provide employees access to IT resources based on their demonstrated need to view, change, or

delete data, and restrict employees from performing functions outside of their area of responsibility. For example, financial aid office employees should not be able to change data elements that are entered by the registrar's office. An institution's system must allow only individuals with security classifications to have access to applicable IT systems. It should also be able to identify any individual who makes changes.

The Federal Trade Commission (FTC) has ruled that most educational institutions are subject to the provisions of the Financial Services Act's Security Provisions (also known as the Financial Services Modernization Act). The commission created a definition of financial institutions that includes most educational institutions on the basis of the financial relationships they have with students, donors, and others. Consequently, educational institutions must draft detailed policies for handling financial data covered by the law, such as parents' annual income, and must take steps to protect the data from falling into the wrong hands. 16 C.F.R. §§ 313.3(n) and 314.

Institutions must also develop, implement, and maintain a comprehensive information security program. The definition of "information security program" is the administrative, technical, or physical safeguards a school uses to access, collect, distribute, process, protect, store, use, transmit, dispose of, or otherwise handle customer information. (*2015-2016 Federal Student Aid Handbook, Volume 2, Chapter 7*).

An educational institution must:

- Designate an employee or employees to coordinate its information security program.
- Identify reasonably foreseeable internal and external risks to the security, confidentiality, and integrity of customer information that could result in the unauthorized disclosure, misuse, alteration, destruction, or other compromise of information.
- Assess risk in each relevant area of its operations, including: employee training and management; information systems, including network and software design, as well as information processing, storage, transmission, and disposal; and, detecting, preventing, and responding to attacks, intrusions, or other systems failures.
- Design and implement information safeguards to control the risks identified through risk assessment, and regularly test or otherwise monitor the effectiveness of the safeguards' key controls, systems, and procedures.
- Evaluate and adjust its information security program in light of the results of the required testing and monitoring, as well as for any material changes to its operations or business arrangements or any other circumstances that it has reason to know may have a material impact on the school's information security program.
- A service provider is any person or entity that receives, maintains, processes, or otherwise is permitted access to customer information through its provision of services directly to a school. A school must take reasonable steps to select and retain service providers that are capable of maintaining appropriate safeguards for the customer information at issue and require its service providers by contract to implement and maintain such safeguards.

The corrective action plan stated that the new Banner financial aid system is complete with the exception of one element, which was being piloted in the Office of Financial Aid during February - April 2015. The final process was planned for May 2015; however, details of the corrective action are not outlined in this response because they are sensitive and security-related.

The University of West Florida (UWF) is advised that repeat findings in future audits or failure to satisfactorily resolve the findings of this audit may lead to an adverse administrative action. An adverse action may include the imposition of a fine, or the limitation, suspension, or termination of the eligibility of the institution pursuant to 34 C.F.R. Part 668, Subpart G.

This finding was referred to the Department's Chief Information Security Officer for review. No further action is required under this audit.

INSTITUTION: **UNIVERSITY OF WEST FLORIDA**

OPE ID: **00395500**

FINDING: **2014-051, Incorrect Enrollment Status, Page 111**

The institution did not have adequate controls to identify students enrolled in courses that were not required for his or her program of study. As a result, the enrollment status was incorrectly determined for several Title IV recipients.

Of 35 students tested, there were three students for whom the institution included certain courses in determining enrollment status, but the courses were not required for the students' program of study. When the ineligible courses were excluded, enrollment status changed from full-time to three-quarter time, half-time, and less than half-time respectively, for Title IV awarding purposes. The total amount over awarded was \$11,926.00.

UWF awarded \$5,645.00 in Federal Pell Grant; \$4,008.00 in Subsidized Federal Direct Loan (FDL); and \$8,492.00 in Unsubsidized FDL funds to one additional student who previously completed a baccalaureate degree at the institution and was not enrolled in eligible program of study when the 2013-2014 aid was disbursed.

FINAL AUDIT DETERMINATION:

A student is eligible to receive Title IV assistance if he or she is a regular student enrolled, or accepted for enrollment, in an eligible program at an eligible institution. A student must be enrolled at least half-time to be eligible for a Federal Direct or Perkins Loan; or for funds under the FWS program. 34 C.F.R. § 668.32(a).

A Pell Grant for a payment period in a program using standard terms with at least 30 weeks of instructional time in two semesters (or trimesters or in three quarters) is calculated by determining the student's enrollment status for the term and his or her annual award from the Pell Payment Schedule for full-time students or the Disbursement Schedule for three-quarter-

time, half-time, or less-than-half-time students; and dividing the amount by the number of terms in the year. 34 C.F.R. § 690.62(b).

If a student is enrolled in courses that do not count toward his degree, certificate, or other recognized credential, they cannot be used to determine enrollment status unless they are eligible remedial courses. This means a school cannot award the student aid for classes that do not count toward his degree. (2015-2016 Federal Student Aid Handbook, Volume 1, Chapter 1).

An institution may not take into account more than one academic year's worth of remedial coursework in determining a student's enrollment status and cost of attendance. One academic year's worth of remedial coursework is equivalent to 30 semester or 45 quarter hours. 34 C.F.R. § 668.20.

Additionally, a student who has earned a baccalaureate degree or a first professional degree cannot receive funds from the Pell Grant program. 34 C.F.R. § 668.32(c)(2)(i)(A).

The institution returned the over-awarded funds to the applicable Title IV program for the four students cited in the audit.

UWF reported implementing a corrective action to address this finding which began in the Fall 2014 term as follows:

- The Financial Aid Office will review all students with 90 or more credits who enrolled in courses not applicable to the degree.
- Courses outside the student's degree audit are included in a report for review.
- Upon review, various academic departments determine if the courses can be used as a substitution, and fulfill a student's degree requirement.
- The Financial Aid Office will adjust the enrollment status and Title IV awards for all courses that do not meet the student's degree requirement.
- Over-awarded funds will be returned to the Department

However, this corrective action delays the school's accurate determination of student enrollment status at the time Title IV aid is disbursed. Further, this action may result in the institution retaining excess funds for an extended period of time. Lastly, this procedure would not allow the institution to recognize Title IV overawards (based on incorrect enrollment status) for students who withdraw from UWF prior to earning 90 credits. UWF's corrective action plan, therefore, does not guarantee compliance with applicable regulations.

UWF is required to correct its method to determine student enrollment status at the time Title IV aid is disbursed.

As a result of the audit, the institution reviewed student enrollment status for the 2013-2014 academic year. UWF officials found that of 897 Title IV recipients were enrolled in courses outside of their degree program. When the ineligible courses were removed from consideration, the students' enrollment statuses did not allow for the receipt of Title IV aid in that they took too

few credit hours. Corrections to the enrollment status resulted in the identification of **\$855,839.00** in Pell Grant overpayments to students for courses that were not eligible for Title IV funding. Please refer Appendix I for the names of the students whose Pell Grant payments must be returned and adjusted in the Department's Common Origination and Disbursement (COD) system.

UWF is also required to reimburse the Department **\$13,108.00** for the Interest/Cost of Funds (COF). The COF is the expense the Department incurred as a result of the institution retaining ineligible Pell Grant funds. The rate of interest is based on when the funds should have been returned to the Department. Please refer to the COF worksheet attached as Appendix J.

The total amount of FDL funds that UWF overpaid to students for courses not required for students' degree programs during the 2013-2014 award year was \$1,357,142.00 (\$480,551.00 Subsidized; \$834,306.00 Unsubsidized; and \$42,285.00 PLUS). However, in lieu of requiring the institution to assume the risk of default by purchasing the ineligible loans from the Department, or asserting a liability for the entire amount, the Department has asserted a liability for the estimated loss that the government may incur with respect to the ineligible loans. The Estimated Loss Formula (ELF) is calculated based on the relationship between UWF's cohort default rate and the sector cohort default rate. As a result, the estimated loss that UWF must pay to the Department for the FDL overawards is **\$10,301.00**. A copy of the results of the ELF is included as Appendix K.

UNIVERSITY OF WEST FLORIDA

LIABILITY TOTAL

The total amount calculated as liabilities from the finding in the audit determination is as follows.

LIABILITY TYPE	AMOUNT
Pell Grant	\$855,839.00
COF	\$ 13,108.00
ELF	\$ 10,301.00
TOTAL	\$879,248.00

Please refer to the Payment Instructions below for steps UWF must follow to pay the **\$879,248.00** liability for this finding.

PAYMENT INSTRUCTIONS

Federal Pell Grant Award Adjustments (2013-2014)

Finding: 2014-051
Appendix I

The Pell Grant disbursement record for each student identified in Appendix I must be adjusted in the COD system based on the recalculated amount identified in the Appendix.

Because the liability established for this finding is for a closed award year, UWF must contact COD School Relations at codsupport@acs-inc.com or by telephone at 1-800-848-0978 to request extended processing relief before any student-level adjustments can be processed. Extended processing will allow UWF to transmit student-level adjustments to the COD system for closed award years.

Adjustments in COD must be completed prior to remitting payment to the Department. Payment cannot be accepted via G5. Once the Department receives payment via FEDWIRE, the Department will apply the principal payment to the applicable G5 award. The interest will be applied to the general program account.

A copy of the adjustment to each student's COD record must be sent to Lisa Lancaster within 45 days of the date of this letter. The institution may choose to email this documentation to lisa.lancaster@ed.gov or via regular mail to:

Lisa Lancaster
U.S. Department of Education – School Participation Division
61 Forsyth Street, S.W. – Room 18T40
Atlanta, GA 30303-8918

Please refer to the enclosed instructions for submitting PII.

Liabilities Owed to the Department

UWF owes the Department **\$879,248.00**. This liability must be paid using an electronic transfer of funds through the Treasury Financial Communications System, which is known as FEDWIRE. UWF **must make this transfer within 45 days of the date of this letter**. This repayment through FEDWIRE is made via the Federal Reserve Bank in New York. If UWF's bank does not maintain an account at the Federal Reserve Bank, it must use the services of a correspondent bank when making the payments through FEDWIRE.

Any liability of \$100,000.00 or more identified through a program review must be repaid to the Department via FEDWIRE. The Department is unable to accept any other method of payment in satisfaction of these liabilities.

Payment and/or adjustments made via G5 will not be accepted as payment of this liability. Instead, the school must first make the adjustments in COD as required by the applicable finding and in the Payment Instructions, and remit payment. Upon receipt of payment, the Department will apply the funds to the appropriate G5 award.

Instructions for completing the electronic fund transfer message format are included on the attached FEDWIRE form.

Terms of Payment

As a result of this final determination, the Department has created a receivable for this liability and payment must be received by the Department within **45 days of the date of this letter**. If payment is not received within the **45-day** period, interest will accrue in monthly increments from the date of this determination, on the amounts owed to the Department, at the current value of funds rate in effect as established by the Treasury Department, until the date of receipt of the payment. UWF is also responsible for repaying any interest that accrues. If you have any questions regarding interest accruals or payment credits, contact the Department's Debt and Payment Management Group at (202) 245-8080 and ask to speak to UWF's account representative.

If full payment cannot be made within **45 days** of the date of this letter, contact the Debt and Payment Management Group to apply for a payment plan. Interest charges and other conditions apply. Written request may be sent to:

U.S. Department of Education
OCFO Financial Management Operations
Debt and Payment Management Group
550 12th Street, S.W., Room 6134
Washington, DC 20202-4461

If within **45 days** of the date of this letter, UWF has neither made payment in accordance with these instructions nor entered into an arrangement to repay the liability under terms satisfactory to the Department, the Department intends to collect the amount due and payable by administrative offset against payments due UWF from the Federal Government. **UWF may object to the collection by offset only by challenging the existence or amount of the debt.** To challenge the debt, UWF must **timely appeal** this determination under the procedures described in the "Appeal Procedures" section of the cover letter. The Department will use those procedures to consider any objection to offset. **No separate appeal opportunity will be provided.** If a timely appeal is filed, the Department will defer offset until completion of the appeal, unless the Department determines that offset is necessary as provided at 34 C.F.R. § 30.28. This debt may also be referred to the Department of the Treasury for further action as authorized by the Debt Collection Improvement Act of 1996.

FEDWIRE EFT MESSAGE FORMAT & INSTRUCTIONS

ABA Number 021030004	Type/Sub-Type	
Sender No.	Sender Ref. No.	Amount (1)

Sender Name (Automatically inserted by the Federal Reserve Bank)

Treasury Department Name/CTR/
TREAS NYC/CTR/

BNF=ED/AC-91020001 OBI=

Name/City/State:

(2)

EIN/PIN:

(3)

AGENCY CODE: 60

FOR:

(4)

INSTRUCTIONS

A. Complete items 1-4 in parentheses above as follows:

- (1) Indicate amount including cents digits.
- (2) Indicate Name, City and State.
- (3) Indicate DUNS and EIN.
- (4) Enter the reason for the remittance. (ACN or PRC)

B. Provide the sending bank with a copy of the completed form. This form contains other information the bank will need to transmit the FEDWIRE message.