

Undergraduate Studies

ANNUAL REPORT ACADEMIC YEAR 2016 - 2017



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Mission and Vision

The Office of Undergraduate Studies (UGS) works in partnership with the academic colleges, units in Student Affairs & Student Success, and other partners across campus to develop, deliver, and enhance undergraduate education at the University of South Florida. This includes promoting and coordinating key student success initiatives, establishing and monitoring academic policies, developing and reviewing undergraduate curricula, and fostering the integration of academic and co-curricular experiences from orientation to graduation.

Well-educated and highly skilled
global citizens through our continuing
commitment to student success.



Our goal is to help ensure that students graduate from the University of South Florida with a world-class education, in a timely fashion, confident in the skills and knowledge they need to succeed in their post-baccalaureate careers, and with the conviction that enrolling at USF was the best decision of their lives. All departments within UGS are focused squarely on helping USF meet its Strategic Plan goals.

Undergraduate Studies shares these key values with the greater University of South Florida community:

- High-quality education and excellence in teaching and learning
- Diversity of students, faculty, and staff
- Affordable and accessible education
- Community engagement and public service
- Focus and discipline in aligning the budget with institutional priorities
- A campus life with broad academic, cultural, and athletic opportunities
- Success and achievement of its students, faculty, staff, and alumni
- Collegiality, academic freedom, and professional responsibility
- Efficiency and transparent accountability

Reorganization

The 2016-2017 academic year has been a time of great transition for Undergraduate Studies at the University of South Florida. After more than 20 years of outstanding service and exceptional leadership, Robert Sullins stepped down as Dean on December 31st, 2016 to return to faculty in the College of Education. William Cummings became interim Dean of Undergraduate Studies on Jan 1st, 2017. While continuing the excellent work done by the many departments and individuals in Undergraduate Studies, during Spring 17 substantive changes have been made in the culture, structure, and fiscal organization of the unit.

Culture

- Promoted collaboration inside and partnerships outside of UGS
- Ensured a consistent focus on our mission
- Committed to an ongoing review of past practices, relationships, and procedures to ensure they are consistent with student success
- Invited creative solutions to shared challenges
- Encouraged accountability and ownership of strategic goals and metrics

Structure

- Reviewed all position descriptions and reporting lines
- Consolidated UGS departments into three main units reporting to assistant/associate deans
- Physically reorganized office spaces and our website to reflect the new organization
- New organization chart (in appendix and available here: <http://www.usf.edu/undergrad/documents/undergraduate-studies-org-chart.pdf>)

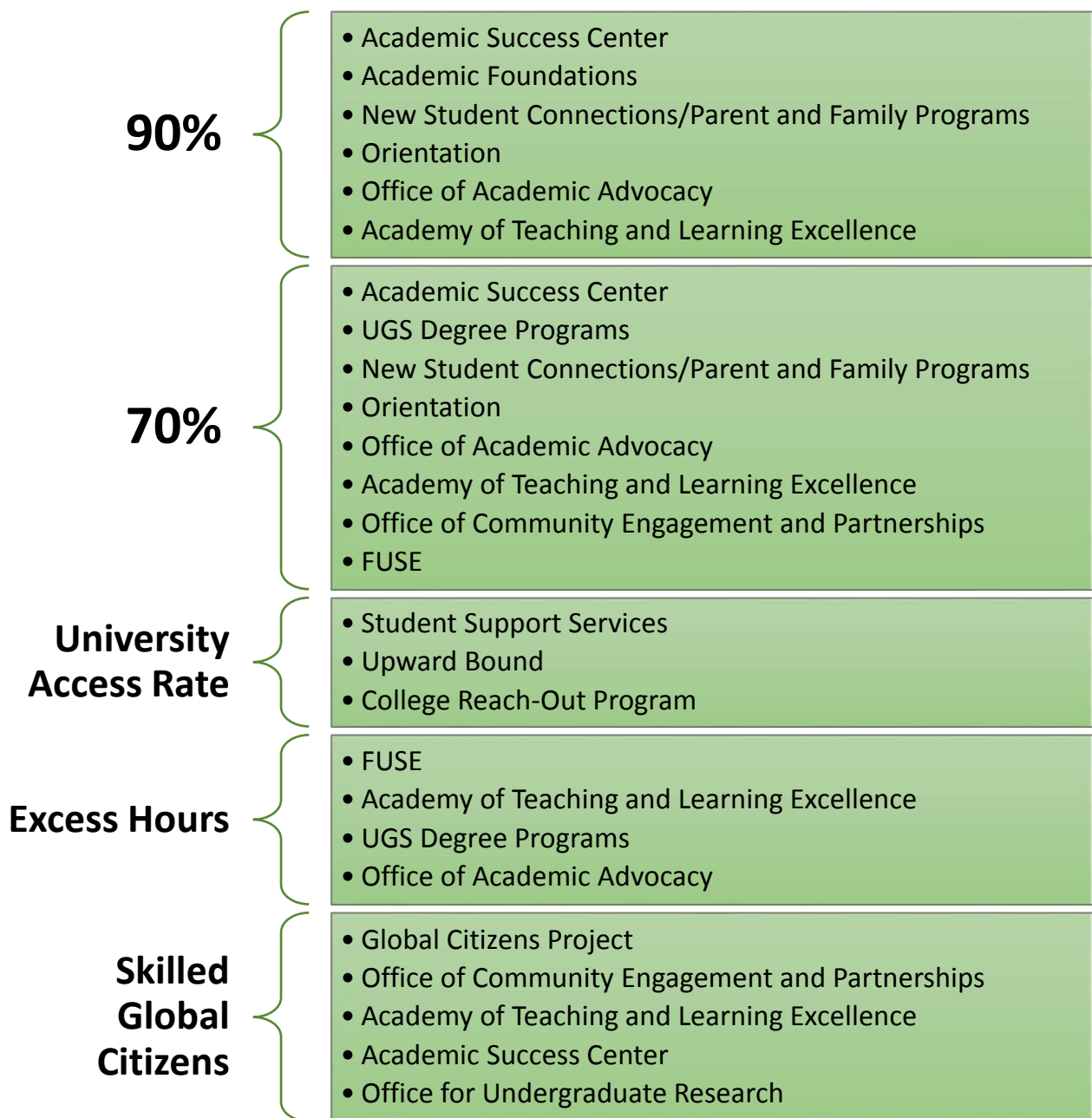
Budget

- Promoted a culture of fiscal responsibility, transparency, and accountability
- Rationalized department budgets and procedures
- Implemented a shared services model for transactions
- Developed common processes and expectations for requesting new resources

Strategic Impact

Undergraduate Studies was instrumental in helping the University of South Florida meet or make substantive progress on four of its key performance metrics in 2016-17 and its major student success strategic plan goal of producing well-educated and highly skilled global citizens.

UGS Departments and their Strategic Impact



Academic Policies and Student Success

In addition to the contributions of its different departments, Undergraduate Studies has a critical role as caretaker of USF-Tampa policies related to undergraduate academics. UGS has initiated a methodical and prioritized review of existing policies to identify areas where outdated policies may be negatively impacting student retention, progression, graduation, and other aspects of their success at USF. During AY 2016-17 the following policies and practices have been revised to improve student success outcomes:

Academic Renewal	This revised policy clarifies and tightens requirements for academically dismissed students who wish to return to USF. Specific degree progression requirements, credit hour requirements, and conditions that must be met to request reinstatement are defined. This policy will allow closer monitoring and clearer requirements to help academically at-risk students graduate. Effective Fall 17.
Deferred Dismissal	This new policy allows students who previously would have been academically dismissed after their first semester to have a second semester in which to improve. Students will be required to meet with advocates and hit specific targets to avoid dismissal. USF lost 94 FTIC students from the 2015 cohort to academic dismissal, and some of these may be able to be saved with support from OAA under this policy. Effective Fall 17.
Not Progressing Hold	This new registration hold flags students who are not taking degree-applicable courses and requires that they meet with an advocate before the hold is lifted and they can register for classes. Effective Fall 16.
Change of Institution Policy	The new policy requires students to complete three full semesters (not including summers) at their initial USF campus before transferring within the USF System. This will positively impact first-year persistence rates. Effective Spring 17.

Student Success New Initiative: Academic Advocacy

A year of growth, collaboration and achievement...

The [Office of Academic Advocacy](#) (OAA) seeks to improve policy and implement programs that encourage student persistence and graduation with data driven identification of barriers to academic success and completion. During the past year, OAA grew from three staff members to thirteen, developed collaborative partnerships, and achieved student success goals.



Growth

- Three First Year Academic Advocates to support the goal of increasing the first year student retention rate
- An Academic Coach to support the needs of first year students
- Two Academic Advocates to work with students in the 2nd to 3rd year transition
- Two Academic Advocates to assist with graduation and completion concerns
- Integration of the services of the Exploratory Curriculum advisor and the Major Reselection advisor

Collaboration

- OAA is represented in over twenty committees across campus where they collaborate in the development of programs and services
- Our participation in the Persistence and SOCAT committees received two Student Success awards
- The Archivum Case Management (ACM) platform launched March 2017 and OAA serves as the process owner

Achievement

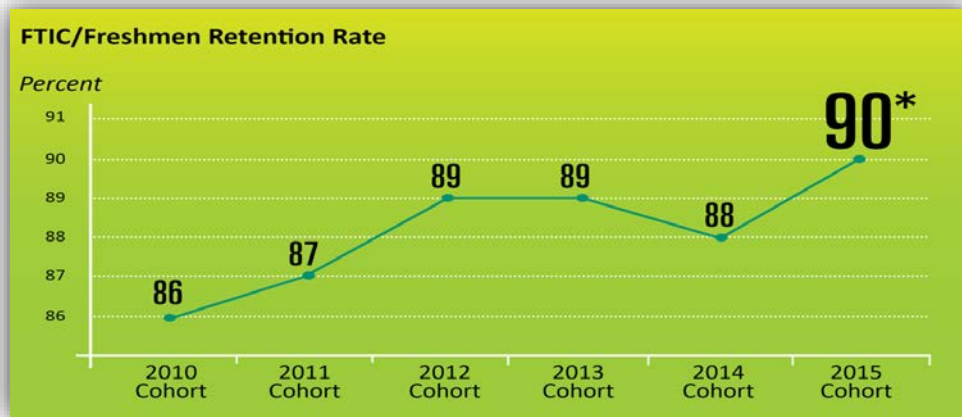
- Two Outstanding Staff Awards
- One USF Ambassadors Apple Polisher Award



- The work of OAA is highlighted in the latest [Civitas Learning Brief](#)

Academic Advocacy by the numbers:

- OAA utilization of Civitas Illume data to identify specific student challenges for the Persistence Committee:
 - Contributed to USF meeting the 90% retention rate for the 2015 FTIC cohort
 - Spring 2016, OAA assisted 101 students from the fall 2015 cohort to ensure their persistence to fall 2016
 - Fall 2016, OAA assisted 45 students from the fall 2016 cohort to ensure their persistence to spring 2017



- OAA monitoring of the FTIC cohorts supported the goal of improving the 6-year graduation rates for the 2010 FTIC cohort and the 2011 FTIC cohort
 - Reviewed 330 student records from the 2010 FTIC cohort and identified 89 for targeted outreach impacting the 6-year graduation rate
 - Reviewed 1100 student records from the 2011 FTIC cohort and identified over 300 for targeted outreach impacting the 6-year graduation rate
- Exploratory Curriculum Majors (ECM) celebrated 91% persistence from fall 2016 to spring 2017 with 44% of students declared in 33 different majors across campus.



Student Success New Initiative: FUSE

FUSE is an innovative 2+2 transfer articulation program with 7 FCS partner institutions that guarantees admission to a specific major for students who complete established degree path requirements. Three institutions, Hillsborough Community College, St. Petersburg College, and Polk State College, began pilot programs in Fall 16. All 7 partners are preparing to fully launch in Fall 17. FUSE is a major step forward in establishing a transfer student success initiative at USF overseen by the Office of State and Community College Relations in Undergraduate Studies. The advising and outreach performed by the unit has grown the amount of USF exposure for prospects and has developed additional connections with campus partners to form a comprehensive network for future efforts.

Major Accomplishments:

- Established routine embedded advising with HCC AND SPC. Approximately 800 student appointments were held from June 16- Feb 17
- Revised S&CC website to ease user access and add essential content
- Held HCC/USF Transfer Days on Feb 18th and Sept 28th with 300+ student visitors each
- Created professional development opportunities for FCS and USF advising at USF CHARGE
- HCC Title III Grant for Math success partner on transfer practices
- Established SUS Transfer Network in partnership with FIU and UCF
- Attended and exhibited at FCAN 2016 on behalf of USF and FUSE
- Hired two full time advisors and a project manager
- Created mission statement and established clear roles within the unit
- Developed campus partnerships to offer amenities to prospects

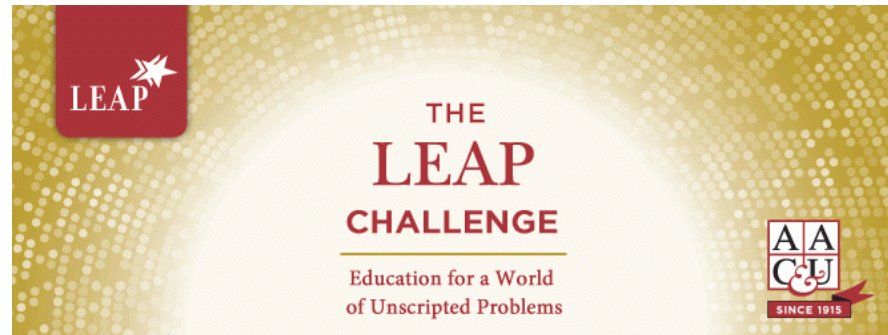
FUSE Overview

- Launched on October 17th 2016
- Began pilot for 2016-2017 with 65 students across HCC, SPC, Polk in 14 different majors
- Published first FUSE marketing materials including brochure and roll up banners
- Began regular biweekly updates with FCS partners
- FUSE student engagement included Office of National Scholarships, Career Services, Football and Basketball Tickets, CLCE Lunchtime Leadership Series
- Fall 2017 all 7 FCS partners launch - HCC, SPC, Polk, CF, PHSC, SCF, SFSC
 - Expanded Grad Paths to 30 + majors
 - Established Application procedures and identification processes at FCS and USF
 - Developed FUSE teams at each FCS institution incorporating advising, admissions, and curriculum
 - Utilized unique reporting systems for tracking and intervention

Student Success New Initiative: Enhancing General Education

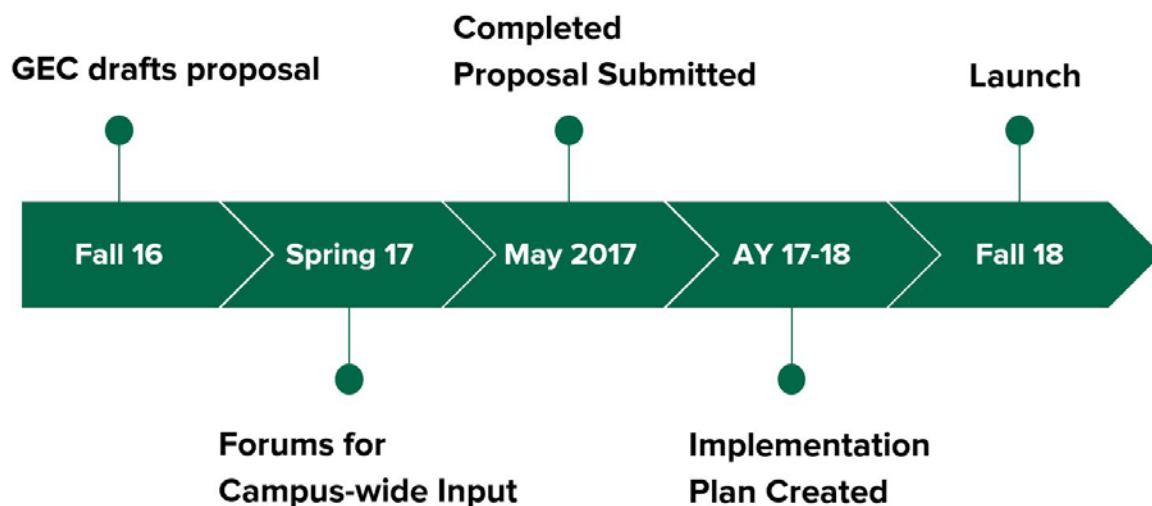
The Office of Undergraduate Studies, in close partnership with the General Education Council of the USF Tampa Faculty Senate, began an intensive review of our general education curriculum beginning in June 2016. Nearly 10 months of research, deliberations, and faculty-outreach efforts are close to resulting in a curricular framework that will be submitted to the Provost and President in May 2017.

The effort has been inspired and guided by the American Association of Colleges & Universities exemplary work on liberal education, general education programs, and effective assessment.



The guiding principles and goals of the process include the following:

- Putting student learning and student needs first
- Improving on the unwieldy, confusing, and incoherent existing curriculum
- Allowing broad participation of faculty and departments across campus
- Maintaining a commitment to a rigorous liberal arts core
- Focusing on key student learning outcomes
- Creating an integrated and engaging curriculum with a meaningful purpose
- Shifting from an exclusive focus on individual disciplinary courses to incorporating broad interdisciplinary themes



Student Success Ongoing Contributions: Strategic Initiatives

The Associate Dean for Strategic Initiatives in UGS oversees the following:

- General Education Council (featured on page 9)
- Office of Academic Advocacy (featured on page 6)
- Office of State & Community College Relations (including FUSE, featured on page 8)
- Undergraduate Degree Programs
- Student Support Services (SSS)
- Upward Bound (UBP)
- College Reach-Out Program (CROP)

Undergraduate Degree Programs

Bachelor of Science in Applied Science (BSAS)

The Bachelor of Science in Applied Science program continues to be the primary degree completion pathway for Associate in Science (AS) degree holders. This program is especially unique in that it is designed to utilize and fill existing seats in courses routinely offered by academic departments associated to the multiple disciplinary areas of concentration. Enrollment has remained relatively steady from the previous year. In an effort to promote better access to this degree option, BSAS admissions requirements were extensively reviewed and adjusted. This change became effective during the spring of 2017 and enrollment is expected to double by the next academic year. Currently, the BSAS student population totals 222 active Tampa students, a 23% increase from the previous year. The students continue to boast impressive grade points with averages resting at a consistent 3.0. The most popular concentrations remain: Criminal Justice, Public Health, Leadership Studies and Information Technology.

Bachelor of General Studies (BGS)

The Bachelor of General Studies degree completion program continues to support nontraditional, returning adult students. The BGS program is designed to serve the rapidly growing needs of the region and state for quality educational opportunities for place bound students who desire to progress in their careers and broaden their capabilities through completion of a bachelor's degree. There are currently 306 actively enrolled students in the BGS program with an average GPA of 3.0. On average, approximately 50 students enroll in the major each semester. BGS consistently graduates approximately 70% of its student population each semester. Our record enrollment of 80 students this spring, consisted of current USF students displaced from their original majors for reasons such as Excess Credit Hour Surcharges, college dismissal policies, major dissatisfaction and economic hardship. As a result BGS has been a vital contributor to degree progression and meeting the graduation metric challenged by the Florida Board of Governors. The most popular concentrations are Selected Studies, Business, Public Administration and Public Health.

Complete Florida

USF officially became a Complete Florida partner institution this academic year. Founded by the Florida Legislature in 2013, Complete Florida is charged with helping the 3 million Floridians who started college but never earned a bachelor degree. The Bachelor of General Studies program was selected as the official Complete Florida major due to well established practices and principles of adult learn and the flexible 100% online concentrations offered within the major. The following online concentrations are available for students currently employed in a specific field or those who've had a particular interest in the subject matter. Criminal Justice, Information Studies, Information Technology, Public Administration and Public Health are options available to support the work of USF and Complete Florida. USF expects to admit its first Complete Florida student in the summer of 2017.

Osher Re-entry Scholarship

The Osher Reentry Scholarship is designed to support returning adult learners earn their first bachelor degree. This need based scholarship supports non-traditional reentry students with a gap of five or more years in education and a commitment towards earning their degree. During this academic year, great efforts took place between the Osher Scholarship Coordinator, Financial Aid and the USF Foundation to offer the Osher Reentry scholarship on the Scholarship Tracking and Review System (STARS). For the 2016-2017 Academic Year, we awarded \$47,500 to help students complete the goal of earning their first baccalaureate degree.

Student Support Services

The Student Support Services (SSS) program is funded by the Federal Department of Education and assists the university in obtaining its sustainability, student access, diversity and retention and graduation goals.

Submission of the 16/17 FDOE Annual Performance Report (APR) yielded 15 out of 15 points towards the next grant writing cycle. The funding enables the program to provide access and support for first-generation and low-income USF students. All SSS scholars enter during the summer and participate in a high-impact six-week Summer Program. Services are based on evidenced based research and include a student success contractual agreement, reserved space in the residence hall with like peers co-enrolled in 9 credit hours, mandatory workshops, intrusive coaching and counseling by professional staff, coaching by peer coaches that address non-cognitive factors designed to enhance retention.

During the 2016-2017 academic year, scholarships totaling \$9815.00 were awarded to program participants to enhance student retention. Fall 2015 first-year students were retained at a rate of 86 percent one year later. Of this number, 98% were in good academic standing at the end of the fall 2016 semester. 97% of the 220 freshmen and sophomore SSS students were in good academic standing at the end of the fall 2016 semester. SSS scholars who entered fall 2010 yielded a 74% six year graduation rate fall 2016. This is the highest six year graduation rate in the history of the program and contributes to performance based funding. Thanks to Dr. Dosal

funding was made available to promote a doctoral level senior advisor to Assistant Director and ensure SSS advisors compensation comparable to other USF advisors.

Upward Bound

The University of South Florida Upward Bound Program (UPB) is a TRIO college-access program funded by the United States Department of Education. USF UPB celebrated 50 years at USF during 2016. The goal of UPB is to increase the rate at which participants complete secondary education and enroll in and graduate from institutions of post-secondary education. USF UPB serves 5 Hillsborough County high schools serving students living in low-income households or households in which neither parent holds a bachelor's degree (first-generation college students). Services include instruction, tutoring, counseling, mentoring, cultural enrichment, campus tours, and a college residential experience. 97% percent of students from the class of 2016 graduated from high school. 85% of the class of 2015 and 2016 enrolled into college. The average GPA for all students in the program is a 3.5.

College Reach-Out Program

The FLDOE funds the College Reach-Out Program (CROP) to provide pre-collegiate services for first-generation and low-income secondary school students in grades 6 through 12. CROP emphasizes the following goals: motivate students to pursue a postsecondary education; enhance their basic learning skills; foster their personal and career development; strengthen students' and parents' understanding of the benefits of postsecondary education. The services offered to assist students with achieving positive academic outcomes include: supplemental instruction, weekend and weeknight tutoring, counseling, mentoring, cultural enrichment activities, campus tours and visits, and on-campus residential living experience. In the 2016-17 funding year, CROP graduating seniors represent 11 area public high schools and 1 private school. 100% (16) of 2017 high school graduates have applied to and been accepted into a public or private college/university or technical college. 13% of graduates will be attending USF with 6% participating in Student Support Services (SSS). 81% of 2017 graduates will attend Florida postsecondary institutions and 19% out of state. Four graduates will be attending HCC and eligible to participate in the FUSE program. Most of the CROP 2017 graduating seniors qualify for a full or partial Pell Grant. Their unweighted cumulative state GPA average is 2.78 with a weighted cumulative district GPA average of 3.4 that is an increase from 2016 class with a 3.0 district GPA. 94% of the 2016 CROP graduating seniors enrolled in a post-secondary institution or the military.

Student Success Ongoing Contributions: Curriculum

The Associate Dean for Curriculum in UGS oversees the following:

- Ethics & Integrity and Undergraduate Council
- Academic Success Center
- Office for Undergraduate Research
- Academic Services
- Global Citizens Project

Councils

- The Undergraduate Council held 13 meetings in AY 2016-2017, approving 52 new courses, 34 course changes, and 27 new curricular changes or additions to existing programs, as of early April. A new faculty chair was elected in early August.
- The Ethics and Integrity Council (EIC) underwent a transition in leadership in the fall with the appointment of new faculty and student co-chairs. The EIC continued investigation into different methods for centralized reporting and recording of academic integrity violations. The EIC recruited and trained undergraduate and graduate students to serve on the Student Academic Integrity Committee in order to educate and promote academic integrity among students and to serve on Academic Integrity Review Boards for grievances related academic integrity.
- All orientation sessions for FTIC and transfer students included a session focusing on ethics and integrity, including the academic integrity impact video and a copy of the Commitment to Honor
- All new undergraduates were required to complete the Academic Integrity tutorial within their first term at USF
- UGS processed over 20 FF grades

Academic Success Center

Beginning with Summer 2017, the ASC will have a new Director to replace Pat Maher, who is retiring. The search for a Director is underway with several promising candidates coming to campus in late April. Major accomplishments during the 2016-17 AY include:

- New ASC Assistant Director for the Writing Studio – this much-needed position was established and filled. With this position intact, plans are underway to develop an undergraduate service-learning course that will prepare undergraduate writing tutors.
- Study Skills Tutors – this service was developed last summer and launched in fall. Experienced tutors receive additional training as “mentors” emphasizing overall study strategies. To date, 80 appointments were completed. In surveys after their

appointments, common comments included: “time management is better” and “I am getting better grades.”

- National Conference Host – USF hosted the National College Learning Center Association Conference (NCLCA) this past fall. Over 300 Learning Center Professionals attended and many of them were able to visit the Library Learning Commons. This was the first time this conference was held in Florida. Dr. Dosal welcomed the group with updates on our Student Success goals.
- Learning Center of Excellence – over the past year the ASC completed an extensive self-study in order to apply for the national level Learning Center of Excellence designation. The self-study is based on both the CAS Learning Assistance Program Standards and recommendations by the Gardner Institute. To date only three learning centers nationally have reached this milestone. We are awaiting the decision by May 15.
- Faculty Corner – Over the years several faculty or TAs have requested to offer small group sessions in the Tutoring areas. Due to space constraints, we created an area near the SMART Lab called the “Faculty Corner” that can be reserved by faculty and TAs for small group reviews. Several folks from Chemistry are using this area regularly.
- SMART Lab – In the fall more students than ever before were enrolled in SMART Lab courses. This resulted in times when students needed to be on a waitlist for computers. However, pass-rates and student feedback remained consistently strong. This year early alert data available from the tracking system in the SMART Lab were communicated with the Advocates for intentional contact with students. These data were discussed with Appian Case Management team as well.
- Tutor Training – The ASC has successfully renewed our status as a nationally certified tutor training program through Level 3, Master Tutor. This year over 80 tutors completed the first level (required for all tutors), 26 completed Level 2, and five have attained the Master Level status. Level 3 requires a significant self-directed project related to tutoring.
- ASC usage – Student usage of ASC services remains remained stable as compared to last year (120,000 visits). Because most areas are unable to accommodate additional students due to space and tutor limits, many times this year we have had waiting lists for tutoring services.

Office for Undergraduate Research

Undergraduate research is a high-impact practice associated with improved six-year graduation rates (Kinkel and Henke 2006), higher rates of students pursuing graduate or professional education (Hathaway et al. 2002), and development of 21st century workforce skills (Seymour et al. 2004). Thus, the office engages students—from admissions to graduation—to pursue opportunities in inquiry-based investigations and creative projects within all disciplines through partnerships with faculty and staff in the USF community.

- Admissions: Presented at scholars dinner events (~30 high ability students).
- Orientation: Presented at FTIC and transfer events and met with students and parents during tabling events (~1200 students).
- Workshops: Provides workshops for research engagement (FA16 – 512 students,

- SP17 – 180 students) and professional development (FA16 – 142 students, SP17 – 81 students).
- Data & Metrics: Support development and implementation of measures to track undergraduate research activity (2015-2016 research courses: 3450 students).
 - Internal Funding:
 - Supported research activities integrated into the classroom (FA16 - two courses, SP17 – three courses, \$2000/course).
 - Provided Research in Arts Scholarship (10 students, \$1500/each).
 - Provided Interdisciplinary Research Scholarship (12 students, \$750/each)
 - Provided travel funding to conduct research (two students)
 - Conferences
 - Hosted the 2016 CUR Biennial Conference with faculty attending from universities around the nation.
 - Hosted USF’s annual Undergraduate Research and Arts Colloquium (450+ student presenters)

Academic Services

Through a collaborative effort with staff members from USF Tampa’s Undergraduate and Graduate Studies offices and individual colleges, USF Sarasota/Manatee and USF St. Petersburg an integrated USF System course proposal system was developed and launched in August 2016. As of early April 2017, 476 course proposals were submitted through the system. Of the 476 course proposals, 231 were for USF Tampa undergraduate courses.

As of March 27, 2017, the Office facilitated 25 curricular changes and 11 new programs with an existing CIP and 3 pre-proposals and new degree proposals. The facilitation includes working with faculty proposers to create the new programs and curricular changes, coordination with the Undergraduate Council and implementation into the catalog and the student audit system.

Between Summer 2016 and Spring 2017, seven students from the TECO cohort program earned (or will have earned) a USF Bachelor of General Studies degree, leaving 33 percent of the students in the cohort to complete their degree requirements.

Between the periods of Summer 2016 and Spring 2017, 68 students were certified for the minors offered by the Office of Undergraduate Studies—46 Leadership Studies, 5 Naval Science and Leadership, 7 Military Leadership and 10 Aerospace Studies. (Note: The Spring 2017 certification number is a preliminary number because official graduation certification will take place after the posting of the annual report.)

Global Citizens Project

The primary focus of USF's Quality Enhancement Plan, the Global Citizens Project, in AY2016-17 (e.g., Summer 2016, Fall 2016, and Spring 2017) was the full implementation of processes and procedures supporting the three QEP goals, including professional development and assessment.

Global FKL (general education): Introduce students to global competencies

- 28 general education courses have been recertified by the General Education Council; another 11 proposals are in-progress

Global Pathways (the majors): Infuse degree programs with global competencies

- 1 degree program (Interdisciplinary Social Sciences, B.A.) has been certified as a Global Pathway; 8 programs are in the process of developing Global Pathways
- 33 non-FKL courses have been certified as Global Citizens courses by the Undergraduate Council; another 26 proposals are under review

Global Citizen Award: Provide students with opportunities to reinforce global competencies

- Offered 38 Starting Your Adventure workshops
- Recruited 621 new students to pursue the award
- Pre-approved and advertised 198 on-campus global events
- Recognized 23 award recipients at the Celebration of Leadership Awards ceremony
- Offered \$110,000 in GCP Study Abroad scholarships to 44 award participants
- Established the Global Explorers Travel Award in conjunction with Education Abroad and offered \$25,000 in study abroad scholarships to 25 award participants.

Professional Development

- Offered 25 Global Faculty Fellowships (previously Global Course Enhancement Cohorts), a Global Pathway Learning Community for 5 departments (10 faculty total), 16 stand-alone workshops, and 23 one-on-one consultations
- Designed and offered a one-day course certification workshop, Global Certification Express for 22 faculty
- Created and implemented an event series, the Global Scholars Circuit, to expose faculty, staff, and students to the wide array of certified global courses offered across campus; total attendance: 90
- Designed 12 flyers for certified Global Citizens courses. 2 more are in development
- Co-sponsored a Common Reading Experience (CRE) Book Club with the Academy for Teaching and Learning Excellence (ATLE) for faculty and Academic Foundations (AF) instructors; total attendance 11 (faculty), 6 (AF instructors)

Assessment

- Administered Global Perspective Inventory (GPI) to 965 students
- Convened QEP Assessment Development Team comprised of 10 faculty and student affairs professionals to create in-house GCP assessment
- Developed Global Citizens Affective Inventory

Student Success Ongoing Contributions: Student and Faculty Development

The Assistant Dean for Student and Faculty Development in UGS oversees the following:

- New Student Connections
- Parent and Family Programs
- Orientation
- Academic Foundations
- Office of Community Engagement and Partnerships (OCEP)
- Academic of Teaching & Learning Excellence (ATLE)

New Student Connections

The purpose of New Student Connections is to create and support shared USF experiences that connect students to the campus community and provide for a successful transition. The department accomplishes its purpose by introducing students to engagement opportunities, exposing students to the diversity at USF, and providing access to small communities where students develop meaningful relationships with their peers, student leaders, and staff mentors who support their growth and development.

As part of the larger Student Affairs and Student Success reorganization, New Student Connections joined Undergraduate Studies in July 2016. The shift in alignment strengthened relationships which lead to an enhanced student experience to help further USF's path to Preeminence and AAU eligibility. Along with offering our traditional programs and services, the unit focused on strengthening individualized support initiatives, integrating and maximizing peer leaders groups during new student events, and supporting USF's case management approach by launching a pilot peer coaching initiative. Additional recurring funding enabled the unit to implement the final phase of a student leader expansion plan one year ahead of schedule. As a result, the unit established a tiered leadership model, added two intern positions, added peer support during the spring semester, and established transition support programming in spring.

- Responsible for 15,000 interactions with students via programs, presentations, campus collaborations, and office visitors.
- Connected new students to the campus community through meaningful interactions
 - Week of Welcome/First Fifty Days: 4,500 students
 - Orientation: 4,137 students
 - Summer First Fifty Days: 1,300 students
 - The Network: 357 students, 35.2% increase
 - CampU: 191 students, 141% increase
 - Peer Coaching: 162 students, Pilot in Spring

- Introduced new students to the USF experience to foster a sense of belonging
 - Week of Welcome/First Fifty Days: 15 events fall, 6 events spring
 - Summer First Fifty Days: 8 events
 - Network: 50 events in fall, 20 events in spring
 - Meet & Go's: Pilot 4 in spring
- Established and maintained 35 campus department partnerships to support students
 - Week of Welcome/First Fifty Days: 88 partners hosted 250 events fall, 132 events spring
 - Summer First Fifty Days: 34 partners hosted 58 events
- Enabled first-year students to persist beyond year one
 - 95% 1st year retention: CampU 2015 cohort
 - 92% 1st year retention: Network 2015 cohort
- Equipped 52 student leaders with career-readiness skills and global competencies
 - 1,250 hours of training, 4,500 hours of employment.
- Strengthened communication and outreach to best support the success of USF students
 - Facebook 9% increase; Instagram 57.5% increase
 - Snapchat filter: WOW drew in 83.8K views and 1.5K users

Parent and Family Programs

The purpose of Parent and Family Programs is to educate, support, and connect family members of USF Students to the campus community through meaningful experiences. The department offers engaging campus events, communicates timely campus resources and deadlines, and serves as an advocate for families throughout their students' tenure.

As part of the larger Student Affairs and Student Success reorganization, Parent and Family Programs joined Undergraduate Studies in July 2016. This alignment strengthened relationships which lead to an enhanced student and family experience to help further USF's path to Preeminence and AAU eligibility. Along with offering our traditional programs and services, the department focused on increasing outreach and communication to families, solidifying human and fiscal resources, elevating established services, and aligning programs with national best practices. Parent and Family Programs received national recognition from the Association of Higher Education Parent/Family Program Professionals for [Excellence in Publication](#) in the Newsletter category for the Parent & Family BULLETin.

- Responsible for 8,000 interactions with students and families via programs, presentations, campus collaborations, and office visitors. Fostered inclusive programs and services to support students and their family members.
 - Family & Friends Weekend: 1,079 students/families
 - Surpassed attendance target (108%). 26 events offered; 5 events by PFP
 - Orientation: 3,945 interactions
 - Grand Opening Welcome at Housing Check-in: 500 interactions
 - Fall Welcome Reception: 200 interactions
 - Bulls Day of Gratitude: 79 letters written/sent

- Spring Family Day: 129 interactions
- Cultivated and maintained 25 campus and community partnerships
 - Established Family & Friends Weekend and Homecoming collaboration: 16 partners
- Strengthened family coaching and outreach to best support the success of USF students
 - Family Coaching: 75 conversations
 - BULLETin e-newsletter: 4,049 average readers per month; 11 issues; 20 contributors
 - Facebook: 8.5% increase
- Equipped and empowered student leaders with career-readiness skills and global competencies. Trained and mentored Graduate Advisor (1); Intern (1 new); staff assistants (3).

Following are highlights of work completed during Academic Year 2016-2017.

- Responsible for 8,000 interactions with students and families via programs, presentations, campus collaborations, and office visitors.
- Established Family and Friends Weekend & Homecoming collaboration. Partnership resulted in increased family participation and exceed revenue targets.
- Awarded the [Excellence in Publication](#) in the Newsletter category for the Parent & Family BULLETin by the Association of Higher Education Parent/Family Program Professionals.
- Conducted comprehensive AAU/SUS aspirational peer benchmark. Developed [report](#) highlighting department best practices, gaps in offering, and further expansion opportunities.
- Operationalized plan for increasing revenue for Parent Fund: Exceed revenue target by 100%.
- Established partnership with Alliance & Suicide Prevention Lab in the USF Department of Psychology to adapt a family education [guide](#) for college families.
- Partnered with AVP/Dean of Students to standardize and enhance campus [communications](#) pertaining to weather and closures to ensure families are accurately informed.
- Launched Family of the Year Award to honor a [USF family](#) for their tireless engagement, support, and contribution to the USF community.
- Developed and executed a comprehensive, timely [communication plan](#) for families as a result of the reinstatement of undergraduate intern position.
- Increased family interactions and support through establishment of presence during Transfer Orientation session.
- Contributed to USF's student success efforts by engagement with the USF Academic Care Team

Orientation

Total Summer 2016: FY 1658, Transfer 685
Total Fall 2016: FY 2479, Transfer 3463
Total Spring 2017: FY 378 (348 domestic, 20 international), Transfer 1731
Guests: FY summer 1009 (60.8%), FY Fall 1397 (56.4%), Transfer summer 130 (18.9%), Transfer fall 726 (20.9%), FY spring 133 (35%), Transfer spring 296 (17%)
Special Population: Total GBW (August 2016) = 186, Total ACE = 112, Total SSS= 106, Total FY Athletes (summer/fall, spring)=95, Total INTO (included in Transfer totals above- summer/fall, spring)= 217

- Points of Pride:
 - Service project initiatives- Relay for Life, Give Kids the World, Paul's Project, Angel Tree/Toys for Tots
 - Developed and strengthened relationships with several local businesses and auxiliary campus entities for partnership/sponsorship opportunities:
 - University Mall/Studio Movie Grill, Cornerstone Bakery, Jimmy Johns, 4 Rivers BBQ, Jersey Mike's, Chicken Salad Chick, USFFCU, Dining Services Lunch, Embassy Suites
 - Establish new recognition and appreciation events for staff and partners throughout the summer:
 - Established Family and Friends Week- Orientation student staff could invite up to 2 "family members" to shadow them during session and for a meal
 - National organization involvement (membership, attendance, presentations): NODA, FYE, NISTIS, AHEPPP
- Staffing:
 - New organizational structure linked [here](#)
 - Rebranding of student leader positions- "One Team" concept, all are known as OLs (Orientation Leaders)
 - Integrated all OLs into one-class (also includes trainings and events as well)
 - Monthly joint classes with NSC leaders
 - Record numbers for Orientation Leader applications: 346
 - Joint leader recruitment with NSC
- Changes and New Initiatives:
 - See also "Changes to 2017 Orientation Programs"
 - Implementation of a Family track within Transfer Traditional Orientation- incorporating the Family Leaders
 - New marketing campaigns incorporating streamlined emails, social media, use of videos, call campaigns made by OLs.
 - New college videos as a part of the reservation process- features FAQs for each individual college
 - Contract and creation of Guidebook app- to be implemented on 4/21 at Transfer Express

- Dashboard for new student onboarding- first used for International students in summer 2016, expanded to SSS, ACE and Athletes in 2017 (currently active as of April 2017)
- Integration of online VZ survey (utilizing Qualtrics) for assessment and attendance tracking
- Challenges:
 - Tropical storm, medical concerns (heart attack- family program, PTSD- family program, mobility and accommodation concerns- all programs, student participant conduct issues (sexual harassment, alcohol, overall conduct), one student referred to SOCAT, late arrivals for International students (ongoing with great partner support), late admits for Transfer Orientation (partnership with Admissions saw tremendous growth and support), facility challenges (reservations and use)

Academic Foundations

First Year Seminars is responsible for the curriculum, instruction, and administration of three student success seminars: SLS2901 Academic Foundations, SLS1101 University Experience, and SLS3113 Academic Transitions. Several special sections are offered, including three courses with specialized curriculums: UDecide – Exploratory Majors; UFirst – Academic Probation students; ACE – Academic & Cultural Enrichment.

During the 2016-17 academic year:

- First Year Seminars enrolled 2,395 students for 2016-17 AY
 - 5% Increase in total enrollment from 2015-16 AY
 - Enrollment by term: 279 Summer 2016 | 1808 Fall 2016 | 308 Spring 2017
- First Year Seminars enrolled 45% of all USF first year students in SLS2901 Fall 2016
 - 14% increase in first year student enrollment in SLS2901 from Fall 2015
 - 33% increase in commuting first year students from Fall 2015
- First Year Seminars employed 89 adjunct instructors
 - Adjunct Instructors by term: 5 Summer 2016 | 70 Fall 2016 | 14 Spring 2017
- First Year Seminars incorporated 61 volunteer undergraduate Peer Leaders and 11 volunteer graduate teaching assistants in Fall 2016
- First Year Seminars offered 50 major/interest/living-learning community specific sections for 2016-17
 - 6% increase in percentage from 2015-16 AY
- First Year Seminars partnered with Innovative Education to offer 5 sections of SLS1101 University Experience for the Academic and Cultural Enrichment (ACE) program Summer 2016
 - 115 students | 5 instructors
- Academic Foundations students participated in the Common Reading Experience program by using *The Other Wes Moore* book in discussions and written assignments for SLS2901 and SLS1101

- First Year Seminars collaborated with USF Career Services in two experiential education programs. Twelve Peer Leaders participated in the *Interns with Impact* unpaid internship program. Exploratory Curriculum (ECM) students (143) participated in the *Intern for a Day* program as a part of their SLS2901 Academic Foundations course.
- Fifteen instructors completed training with the Academic Success Center on the Let Me Learn © process.
- First Year Seminars staff participated in Phase 1 and Phase 2 of the Appian Archivum System sprints to build the process and supporting system for Undergraduate Case Management.

The **Common Reading Experience** emphasizes the slogan “One Book – Global Connections” to align the program with the university’s strategic plan and the new QEP for building Global Citizens. This year’s book was *The Other Wes Moore* by Wes Moore. The book explores global themes such as poverty, inclusive and equitable quality education, race/ethnicity, class, immigration, crime, inequality within and among countries, family influence, personal identity, community, and life choices.

The Other Wes Moore held the potential to help members of our campus community navigate difficult, yet necessary conversations. According to the author, “This book is meant to show how, for those of us who live in the most precarious places in this country, our destinies can be determined by a single stumble down the wrong path, or a tentative step down the right one” (xiv). The Common Reading Experience book provides a positive way for students, faculty, and staff to explore broader global issues together.

This year, the Common Reading Experience Workgroup shifted from regular meetings of a large group to smaller strategic committees. Students purchased copies of the book from the USF Campus Bookstore. Campus partners USF Residential Education and the School of Music Acoustic & Electronic music composition program offered events based on and inspired by themes from the book. Classes using the book this year included SLS2901: Academic Foundations Seminar, ENC 1101: Composition I, ENC 1102: Composition II, CCJ 3117: Theories of Criminal Behavior, and CCJ 6118: Introduction to Criminological Theory.

- 57% of First year students participating in a survey reported reading half or more of the book (N=657)

Next year, the Common Reading Experience program will transition to Campus Conversations, a common theme. A common theme will continue to generate discussion around diverse ideas, experiences, and points of view; promote critical thinking and dialogue among students, faculty, staff, and alumni; expose students to issues relevant in today’s global society; and bridge learning experiences inside and outside the classroom.

Office of Community Engagement and Partnerships (OCEP)

The Office of Community Engagement and Partnerships connects USF students, staff and faculty to our local, state, global community to build partnerships and solve critical issues through engagement, service and learning. OCEP provides a variety of engagement services, delivered through consultations, workshops, symposiums, scholarly resources, off-campus events, and digital media. The office plans to expand its efforts in facilitating student success through: community based research opportunities, increased access to community based projects, expanding courses in service-learning, experiential education and community engaged scholarship, sustainability projects and work within the K-12 public school system, particularly Hillsborough County Public Schools.

Engagement through Service-learning

- In 2016-2017, OCEP facilitated community partnerships with faculty who taught over 70 S-L courses at USF.
- Approximately 2,000 students were enrolled in these courses and each faculty member is matched with community partner(s) that align with the objectives of the course.
- We will be expanding service-learning opportunities and have recruited 25 additional faculty for May 2017 and an additional 25 faculty for the fall term (2017).

Community Sustainability Partnership Project (CSPP)

CSPP Projects focus on a range of issues important to the community, such as urban reuse and brownfield redevelopment, water quality, food access and nutrition, multimodal transportation, parks and public spaces, age-friendly communities, economic opportunity, and so on. Projects could take the form of asset/needs assessments, policy or design proposals, program evaluations, or an economic feasibility report, any of which can translate into tangible results for the community partner.

- In 2016-2017, OCEP facilitated the first CSPP partnership between the City of Palmetto and USF. This project involved 14 undergraduate and graduate courses, led by faculty and completed by students. This project involves 300 students and employs 14 student report writers.
- 2017-2018, OCEP will facilitate the second CSPP partnership between the City of Dunedin and USF. This project will involve approximately 12-14 undergraduate and graduate courses led by faculty and completed by students.

Faculty Research and Scholarship

- We have facilitated over 100 requests for community engaged partnerships for research and scholarship in the past year.

Community Partnerships and Outreach

- OCEP maintains a database of over 500 active community partnerships in order to facilitate meaningful teaching and research opportunities for our students and faculty.
- 2016 Hunger Conference held at the Patel Center brought 250 community members, students and faculty to USF to talk about food insecurity in the Tampa Bay area.
- 2016-2017 OCEP facilitated a Research that Matters Conference on Health Equity which brought in approximately 200 attendees from the Tampa Bay Region.
- 2016-2017: OCEP facilitated a symposium on Food Insecurity. There were 150 attendees.

Academy of Teaching & Learning Excellence (ATLE)

ATLE serves the instructional audiences of the university (faculty, adjuncts, and graduate teaching assistants) on matters relating to teaching and learning, with special focus on in-class courses. ATLE's support includes on-demand consultations (in person, by phone, or by email), scheduled workshops, and several high-profile events throughout the year for faculty to gain new ideas, celebrate teaching successes, and learn from each other.

In 2016-2017, ATLE continued its full roster of programming events and initiatives, while also adding three significant milestones. First, the former practice of offering scattered workshops was replaced with a monthly conference ("First Friday") to encourage faculty participation. Second, a "how to teach at USF" book was completed for STEM instructors. Third, a new national conference (Sunshine State Teaching and Learning Conference) was created.

Faculty and TA Involvement and Major Events

- 314 graduate students completed the TA Training
- 300 faculty attended First Friday workshops
- 173 STEM faculty engaged through ATLE involvement with the NSF STEER grant (leading retreats, guiding faculty learning communities, shepherding faculty projects)
- 120 faculty attended Summer Teaching Symposium
- 95 faculty attended New Faculty Orientation
- 85 faculty attended the Celebration of Teaching poster session
- 65 graduate students completed the Preparing for College Teaching Course (IDS5922)
- 29 faculty attended Canvas Camp
- 27 faculty attended Tech Camp
- 25 faculty participated in faculty learning communities
- 22 adjuncts attended the Adjunct Retreat in August

Just-in-Time Assistance

- 85,442 (+11%) Website views in year
- 33,286 (+22%) Website unique visitors in year
- 1,050 (+8%) ATLE listserv subscribers
- 110 (+24%) Twitter followers
- 108 (+18%) Facebook followers

Campus Integration, Partnership, and External Visibility

- 15 Councils and Committees on USF Campus
- 9 presentations at national conferences
- 2 invited talks to external institutions of higher education
- Steering Committee member, regional faculty development organization (SRFIDC)
- Executive Chair, state faculty development organization (FFDC)
- Host of inaugural 2017 Sunshine State T&L Conference (164 attendees)

Student Success Ongoing Contributions: ROTC and Athletics

The following programs report academically to the Dean of Undergraduate Studies:

- Joint Military Leadership Center (JMLC)
- Army ROTC
- Navy ROTC
- Air Force ROTC
- Academic Services in Athletics

Joint Military Leadership Center

The Joint Military Leadership Center (JMLC) supports the university's Army, Naval and Air Force ROTC programs by providing and maintaining a unique, state of the art, joint training facility; sponsorship of joint activities; and promotion of joint planning and inter-service cooperation. Below are the major accomplishments during this reporting period:

- Updated and revised the JMLC web page to provide more complete and comprehensive information on the various programs it sponsors in support of the USF ROTC programs.
- Published a JMLC Facebook page primarily as a means to connect with USF ROTC alumni to keep them informed of what is going on in the ROTC programs and for alumni to reach back with updates and news to share with others.
- Upgraded the CWY ROTC dedicated classrooms using an IT Tech Fee Request approved for \$157,877. This included a complete redesign of the classroom audio-visual technology to provide better reliability and for replacement of major components that were near end of life and out of warranty with more advanced digital equipment.
- The ROTC Living Learning Community (LLC) welcomed 34 new and 12 returning ROTC students. During the academic year, the LLC conducted four "House Call" programs in which ROTC instructors visit the LLC to connect with the residents and discuss military careers, advice and answer questions. The LLC also sponsored a beginning of the year Welcome Barbeque, Ice Cream Socials with ROTC cadre and several other events throughout the year.
- Conducted a visit to U.S. Central Command headquarters at MacDill AFB for approximately 30 ROTC students. The visit provides the students an overview of the operations of a major joint combatant command.
- Four ROTC students, recipients of the CPT James Holbrook Memorial Scholarship, attended a leadership conference at the U.S. Naval Academy, U.S Air Force Academy and the University of Notre Dame.
- Sponsored the showing of a documentary film, "The Unknowns", with Benjamin Bell, a USF alumnus, Army veteran and former Sentry at the Tomb of the Unknown Soldier. The

film depicts volunteers from the U.S. Army's most elite ceremonial unit as they take on the intense training cycle, to become a guard at the Tomb of the Unknown Soldier.

- Conducted a number of joint activities with the Army, Naval and Air Force ROTC units including the annual Patriot Day Joint Run, the Commanders' Cup Athletic competition, the ROTC Senior Celebration, ROTC participation in the Homecoming Parade, Family and Friends Weekend and Athletics' Salute to Service sports events.
- The JMLC supported 47 events in CWY for various university colleges and departments such as the Humanities Institute that held 11 lectures and book signings.

Army ROTC

The University of South Florida's Army ROTC Suncoast Battalion continues to meet and exceed its assigned commission mission to produce top-tiered Second Lieutenants for the U.S. Army while maintaining excellent relationships with the academic community. This program remains one of the top three battalions within 6th Brigade.

The USF Army ROTC program has a strong cadre of five officers, seven non-commissioned officers, and three government civilians. All serve at no-cost to USF. During the past year, two cadre received special recognition as the "Cadet Command Instructor of the Year" and "Brigade Military Science Instructor of the Year – NCO".

The USF Army Cadet population remains steady at 168 Cadets. Our contract mission for the Class of 2018 and beyond has increased to 45 per class and positions USF to be the number one producer of Army Second Lieutenants within the State of Florida. Because of our increased mission, we have a 15% increase in contracted and scholarship Cadets. Currently 119 Cadets are "contracted" and receive monthly stipends that total \$490,000 over an eight-month period. The battalion has 107 Cadets with an ROTC scholarship that totals over \$865,000 in benefits. The program is on path to have over 150 scholarships after the 2018 Academic Year.

The program will commission 27 Second Lieutenants into the U.S. Army during the 2016-2017 academic year, far exceeding its mission of 19 Second Lieutenants. Three will graduate with honors as Distinguished Military Graduates, placing them in the top 20% of Cadets in the nation.

USF Army ROTC Cadets participated in numerous extracurricular training and social events, including the Fall 2016 Ranger Challenge Competition where we placed 2nd of 19 entries. Additional leadership training for the students included: field training exercises in partnership with sister Army ROTC programs; obstacle and leadership reaction courses, and numerous joint color guards for the USF athletic department and local community.

The USF Army ROTC program sent three Cadets to work with foreign civilian and military personnel on tasks ranging from military training to English classes to humanitarian work in Guyana, Nepal, and Thailand – all through Cadet Command's Culture & Language Awareness

Program (CULP). This summer, we are funded to send three Cadets for this Cultural Enrichment to Vietnam and Tanzania.

Also during summer 2016, selected USF Army ROTC Cadets attended and graduated from highly coveted US Army schools. One Cadet graduated from Airborne School and seven Cadets were selected for Cadet Troop Leader Training (CTLT), which provided Cadets the opportunity to experience leadership in Army Active Duty units. CTLT learning opportunities this coming summer include assignments in Germany and multiple positions in the continental United States. Additionally, three Nursing Cadets will participate in the Army ROTC Nurse Summer Training Program (NSTP) at Army hospitals in Honolulu, Hawaii; Fort Bliss, Texas; and Seoul, South Korea.

Lastly, the Suncoast Battalion was heavily involved with local Junior ROTC programs at several high schools in the Tampa Area. Our program supported their drill meets, conducted inspections, and sent representatives on a monthly basis to support their programs. We conducted one JROTC Cadet of the Year board where the top Cadet was awarded a conditional Army ROTC scholarship to encourage them to join Army ROTC at the University of South Florida.

Navy ROTC

The 2016-2017 academic year has been filled with opportunities for students of the University of South Florida's Naval Reserve Officers Training Corps (NROTC) to experience the richness and diversity of college life while working towards their final goal: to earn commissions in the U.S. Navy and Marine Corps.

New student orientation, held in the CWY building and other areas on campus, helped NROTC welcome 26 new Midshipmen and Officer Candidates. The unit mustered 84 students this year, most of who are on scholarships and provided direct financial compensation to USF of nearly \$547 thousand dollars. This year USF NROTC commissioned 7 new Ensigns and 7 new 2nd Lieutenants throughout the year.

The Drill Team and Color Guard continue to support USF activities, including football and other athletics, academic conferences as well as a wide variety of community and Veterans' events. Other NROTC community service activities included our continuing support for the The Day of Inspiration, Feeding Tampa Bay, and Tampa Chamber of Commerce Veterans events.

In addition, the "Buccaneer Battalion" is extremely active supporting regional high school NJROTC programs and drill meets, and hosts the annual regional "Battle of the Bulls" competition. This year's event featured 13 separate NJROTC drill programs and over 1000 student competitors. Finally, the battalion itself is extremely active in both civilian and military competitive events, providing both volunteer services and competition teams for many nationally recognized athletic challenges including the Spartan Race series.

Air Force ROTC

The University of South Florida's Air Force ROTC Detachment 158 "Flying Bulls" continue to train, educate, motivate and commission leaders of uncompromising character for the United States Air Force (USAF). Cadet enrollment for the 2016-2017 Academic Year reached as high as 177 cadets in early Fall 2017 semester, and is currently at 142 cadets from the University of South Florida and 14 other cross-town colleges and universities. USF AFROTC cadets, on average, carry a 3.27 cumulative GPA and 1100 SAT. **Financial impact to the university totaled \$591,327.26:** \$330,587.24 for 46 cadets on scholarship, and \$260,740.02 in stipend payments to the scholarship cadets and 18 non-scholarship cadets on contract. The 2016-2017 graduating and commissioning class consisted of 20 outstanding Second Lieutenants assigned throughout the Air Force in prestigious positions of training and military leadership. Three of these officer candidates graduated with honors as Distinguished Graduate placing them in the top 10 percent of Air Force cadets in the nation. **Detachment 158 has a 100% 6-year graduation rate for full-time, first-time-in-college students.**

USF Detachment 158 supports 17 active duty Air Force officers and enlisted members attending University of South Florida for Nursing and advanced degrees via the Air Force Institute of Technology. USF continued as 1 of 6 universities nationwide to participate in the Air Force Academy's Exchange Program for the third year running; it hosted an Academy cadet in the Fall 2016 term and is scheduled to host another in Fall 2017. Detachment 158 will also send an ROTC cadet to the Academy in the fall for a reciprocal exchange. Other broadening activities included a contingent of over 40 cadets attending the Air Force Association Symposium in Orlando, where they interfaced with the top leaders of the Air Force; a highly realistic active shooter exercise involving AFROTC, NROTC, and University Police; and, 44 cadets visiting MacDill AFB in Tampa and Moody AFB in Valdosta, Georgia, where they learned about various Air Force organizations and activities. USF Media Services spent a day with Detachment 158 cadets and published an [article and video](#) highlighting the program.

Detachment 158 cadets continue to play an active role in the community. Cadets volunteered to judge a local high school Navy JROTC drill meet, participated in Youth Sheriff's Ranch Paint with a Purpose program, supported a MacDill Air AFB Halloween event along with Native American Heritage Month, Keep Tampa Bay Beautiful, Zephyrhills Airshow, Ronald McDonald House, the Navy SEAL "Bonefrog" race in Orlando, Feed the Bay, and others. Cadets also hosted 50 Air Force JROTC cadets on USF campus for a "day in the life" of college-level ROTC, giving them a taste of physical training, the weapons simulator, and Joint Military Leadership Training Center and ROTC LLC orientation tours. For the second year running, Detachment 158 took first place at the annual "Lime Cup" tournament; a day long multi-sport competition for seven Air Force ROTC detachments in Florida and Georgia.

The Color Guard maintains support at USF and community activities such as the Veterans Day Celebrations at the Florida Hospital and Jesuit High School, USF Salute to Service basketball and football games, a Saint Leo University basketball game, the Tampa Education Fair, the film premiere for "Danger Close", Tampa Bay Rays game and Homecoming Parade.

Academic Services in Athletics

The Fishman Family Student-Athlete Enrichment Center (SAEC) promotes integrity, collaboration, and innovation while providing comprehensive services to enhance the total development of USF student-athletes as they progress towards their degree, compete for championships and prepare for life after sport. The SAEC houses the Academic Services, Athletic Compliance, Behavioral Health Services, and Student-Athlete Enhancement (Enhancing U) units.

Academic Services in the Department of Athletics, continued to build on its comprehensive academic support service offerings in 2016-2017. Academic Services, with support from the rest of the SAEC, developed and launched its inaugural Athletics Summer Bridge program termed IGNITE, a comprehensive six-week program serving as the catalyst for the transition of freshmen student-athletes into the University of South Florida. The unit also rolled out their new Intern Development Program, supporting 6 part-time interns working in concert to provide robust academic support to our nearly 470 student-athletes while preparing the staff members for a career in the field.

Following fall 2016, USF Athletics and its student-athletes have now collectively achieved four consecutive semesters of above a 3.0 department term GPA. With the support and guidance from the Office of Undergraduate Studies, USF student-athletes have also continued to improve on their already strong NCAA metrics measuring student success. USF student-athletes earned an 86% Graduation Rate (GSR) after two consecutive years of an 83%. During the same period, all USF Athletics programs earned above a 955 Academic Progress Rate (APR), with two programs earning national recognition from the NCAA (Women's Golf and Women's Tennis), with perfect scores of 1000. The NCAA's APR is a metric developed to track the academic achievement and progress of its teams each academic term. A report on the 'Academic Profile, Performance and Success of USF Student-Athletes,' commissioned by the Provost, showed that student-athletes continue to perform at an high-level academically and are positively impacting the university's retention and graduation rates at a high-level despite its small proportion of the student population.

Athletics Compliance welcomed three new staff members during the 2016-17 academic year. As a part of its comprehensive rules education program, Athletics Compliance conducted nearly 100 rules education sessions for student-athletes, coaches and staff over the last calendar year. The Behavioral Health Coordinator provides Sport Psychology services and consultation to our student-athletes, coaches, and staff. During the 2016-17 academic year, Student-Athlete Enhancement and its Enhancing U program continued to assist student-athletes develop critical "life skills," such as leadership and diversity education, and is on pace to complete over 4,000 community service hours. Additional programming such as the The Selmon Mentoring Institute, continues to offer student-athletes an opportunity to prepare for professional life after graduation with a class taken their junior year and culminating their senior year with a one-on-one mentoring experience.

Appendix 1: USF System Student Success Best Practices

During Spring 2017 the Office of Undergraduate Studies, in collaboration with the student success teams at USF Sarasota-Manatee and USF St. Petersburg, developed a list of student success best practices and assessed the level of implementation of each practice at the three campuses. The list is not comprehensive, but it represents all current practices and other practices that are included either because they are being considered for implementation or because they represent an aspirational goal known to be effective at other U.S. universities. The list is divided into 8 categories.

first column – USF Tampa

second column – USF St. Petersburg

third column – USF Sarasota-Manatee

3 – fully implemented

2 – partially implemented

1 – in planning or development

Blank – not currently addressed

University Practices

3	2	2	Create a culture in which all University offices take responsibility for the success of each student they encounter
3	1	3	Establish a Persistence Team with campus-wide representation to monitor and promote retention
2	2		Institute regular assessments of academic policies affecting persistence, progression, and completion
2	3	1	Develop tracking systems from Admissions through Orientation to ensure that students complete critical onboarding tasks
2	2	1	Integrate all first year experiences (orientation, academics, residential curriculum, co-curricular opportunities) into a cohesive program
1			Launch a Male Success Initiative to diagnose and suggest possible remedies for lower male student academic achievement
	2		Launch a International Success Initiative to better understand the international student experience
	1	1	Develop a unified and coordinating communication tool and strategy to reach all students from application through graduation
	2		Integrate all transfer student experiences (onboarding, academics, advising, co-curricular opportunities) into a cohesive program
	2		Assess admissions criteria for pre-majors to ensure we do not over-enroll students unlikely to succeed in a competitive major
		1	Implement a comprehensive transfer student success plan
			Incentivize students who complete 30 credits/year with block tuition or other rewards

Advising

3	2	1	Use predictive analytics to identify and track at-risk students on a weekly basis
3	3	3	Monitor weekly the students who have not registered for upcoming semesters and reach out to those students to determine problems and provide assistance
3	2	3	Develop a case-management model with cross-campus participants to identify, track, and coordinate support for individual students
3	3	3	Employ persistence and graduation specialists in addition to advisors
2	3	3	Develop and publicize widely degree maps/8-semester plans
2	2	3	Establish a semester-long series of early alerts to identify off-track students
2	3	2	Employ mapping and tracking toward degree progression
2	2	2	Improve student:advisor ratio to 300:1
1	1	2	Create major specific degree audits to help students stay on track
1	2		Channel non-STEM majors away from College Algebra
			Implement block scheduling to increase predictability of course offerings and reduce class schedule conflicts
		2	Implement multi-semester scheduling to increase likelihood of staying on degree progression pathways
			Automatically enroll students in their degree-mapped courses, requiring advising for students wishing to deviate from the map
	2		Develop "one click" block registration based on degree maps
	1	2	Require FTICs to take core English and Math courses in their first year
		3	Integrate career counseling into advising practice

Curriculum

3	1	3	Create a General Studies degree to allow for rapid degree completion in appropriate cases
2	3	3	Integrate established "high impact practices" throughout the curriculum, including first year seminars, undergraduate research, capstones, study on location, internships, and learning communities
2			Channel first year students who do not meet test score standards for required courses in their intended major into Exploratory Curriculum tracks
2	1	3	Regularly assess the general education curriculum for its learning outcomes, intellectual rigor, and connection to majors
2	2	3	Create viable alternate majors to redirect students who are not academically progressing
2	3	1	Develop and promote 2+2 direct admission transfer pathways for all appropriate majors
2	2	3	Introduce appropriate alternate calendar terms (start dates and length)

1	1	1	Promote regular assessment of undergraduate curricula to identify bottlenecks and barriers to student progression and completion
1	1		Implement a math placement test to direct students to the most appropriate math course
1	2	3	Create a first-year foundations course for all FTICs to build the skills and knowledge needed for academic success
	3		Integrate the residential curriculum into undergraduate classroom curricula
	2	3	Ensure a reflective component within majors that allows students to understand and articulate the skills they have developed

Instruction

3	2	2	Target course redesign opportunities to classes with high DFW rates or otherwise function as bottleneck or gatekeeper courses
2	3		Implement a focused strategy to improve student learning in gateway mathematics and statistics courses
2	2	1	Leverage peer mentoring to support gateway courses
2	2	1	Promote ongoing faculty development to encourage engaged learning
			Use only full-time faculty to teach FTICs
	2	3	Improve student:faculty ratio to AAU average (16:1)
		1	Incentivize teaching excellence with competitive awards that grant recipients a base salary
	2	1	Assign peer mentors to freshmen cohorts, guided by a faculty member
1	2		Integrate gateway course faculty into case management
			Offer free, 0-credit, faculty-taught "Smart Start" boot-camp preparation programs for Math and English before the start of the Fall term
	3	3	Offer "Save My Semester" workshops for students who do poorly at midterm grades or otherwise provide individualized assistance for students who receive a C- or lower at midterm grades

Student Engagement

3	2	2	Focus on first fifty days to engage students and help them find a sense of belonging
3	3	1	Maximize use of properly-trained peer leaders, mentors, and cohorts throughout the entire first year
3	3	1	Leverage first-year cohorts such as orientation teams, first-semester joint classes, cluster housing, LLCs, and other campus networks to promote engagement
2	1		Maximize participation in Living Learning Communities
	1		Develop a coordinated suite of transfer student-focused engagement opportunities

Enrollment Planning & Financial Support

3		1	Require all entering FTICs to complete an online financial literacy tutorial prior to matriculation
3	2	2	Offer financial education programs covering a range of topics in multiple forms (seminars, online materials, peer counseling, staff counseling)
3	1	1	Develop one-time emergency funding for students close to graduation experiencing financial hardship
3		3	Recruit and enroll college ready students, recognizing that the high school GPA is a powerful predictor of success in college
3		2	Raise admissions standards gradually and carefully, so as to bring in more college-ready students without reducing headcount and SCH
2		3	Direct students with lower GPAs and test scores to the summer term and provide them with appropriate supports, through bridge programs like the federally funded Student Support Services
3		2	Recruit the "right" students, that is, students who "fit" the profile of the institution and are more likely to thrive in the particular campus environment
		3	Increase need-based financial aid to minimize the amount of time that limited-income students have to spend working off campus to finance their education
3		3	Deploy a financial aid leveraging model to use limited financial aid resources more effectively to prevent over-awarding and under-awarding of aid
2	2	3	Maximize on-campus student employment opportunities

Health & Wellness

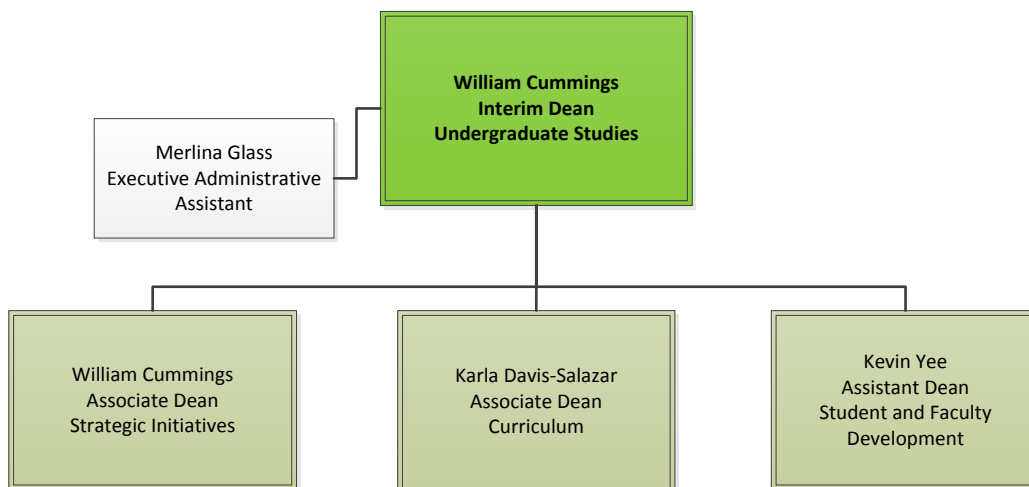
3	3	2	Implement the National College Health Assessment and Alcohol EDU to assess and monitor student health and wellbeing
3	3		Promote neuropsychological testing (learning disabilities, ADHD, concussion, etc.) to determine bio/behavioral impediments to academic success
3	3		Develop peer education and Student Health Services volunteer programs
3	3	2	Promote regular SOCAT outreach to faculty
3	1		Create a food pantry to address basic needs
2	3	3	Implement wellness coaching to work with students on wellness impediments (e.g., stress, anxiety, coping skills, relationship difficulties, etc.) to success
2	3	3	Promote multiple online venues for counseling services and support, such as TAO
2			Screen students studying on location for medical and mental health prior to travel
1	2		Provide safe, quiet places for students to relax, unplug, and sleep at key campus locations

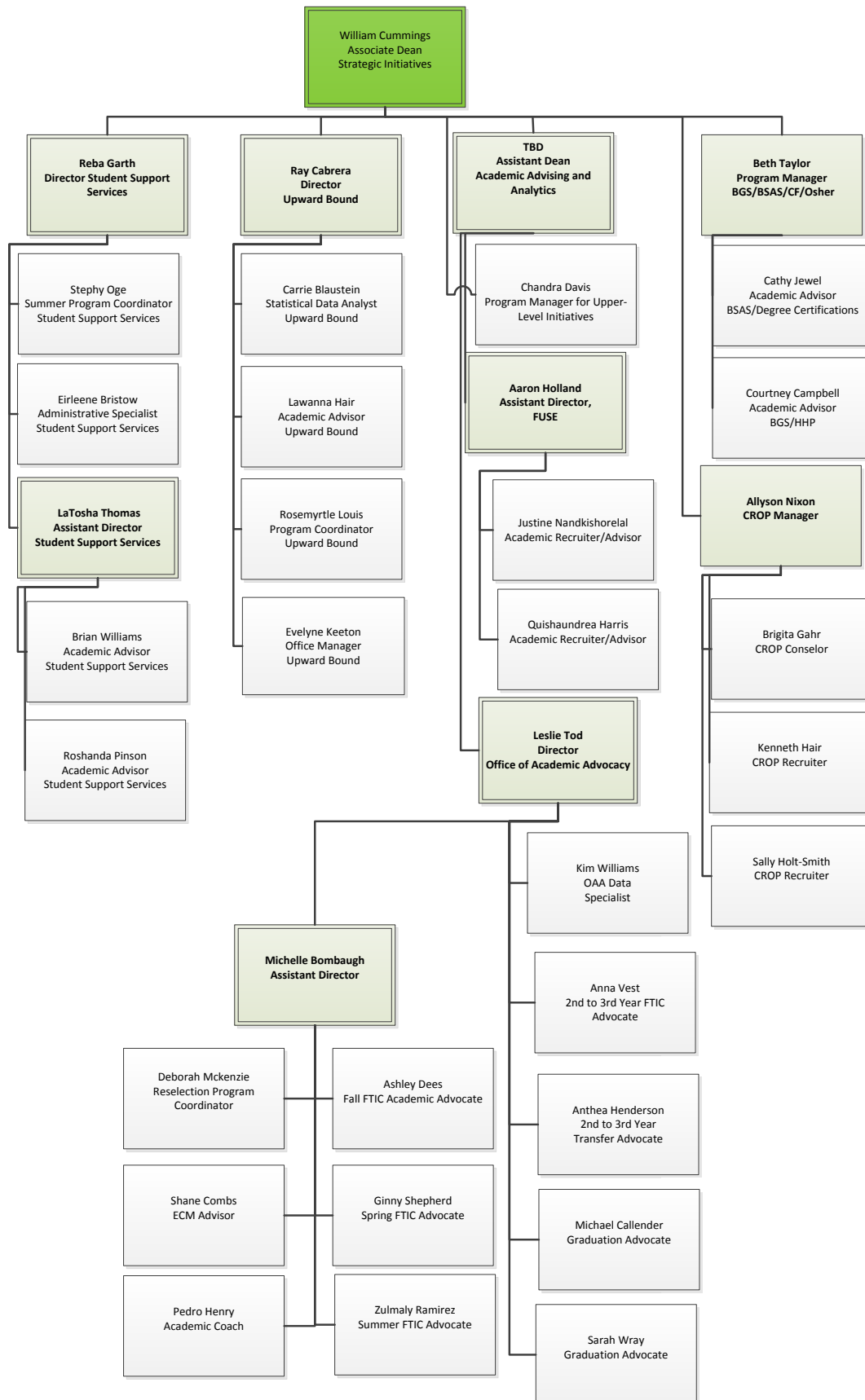
Career Services

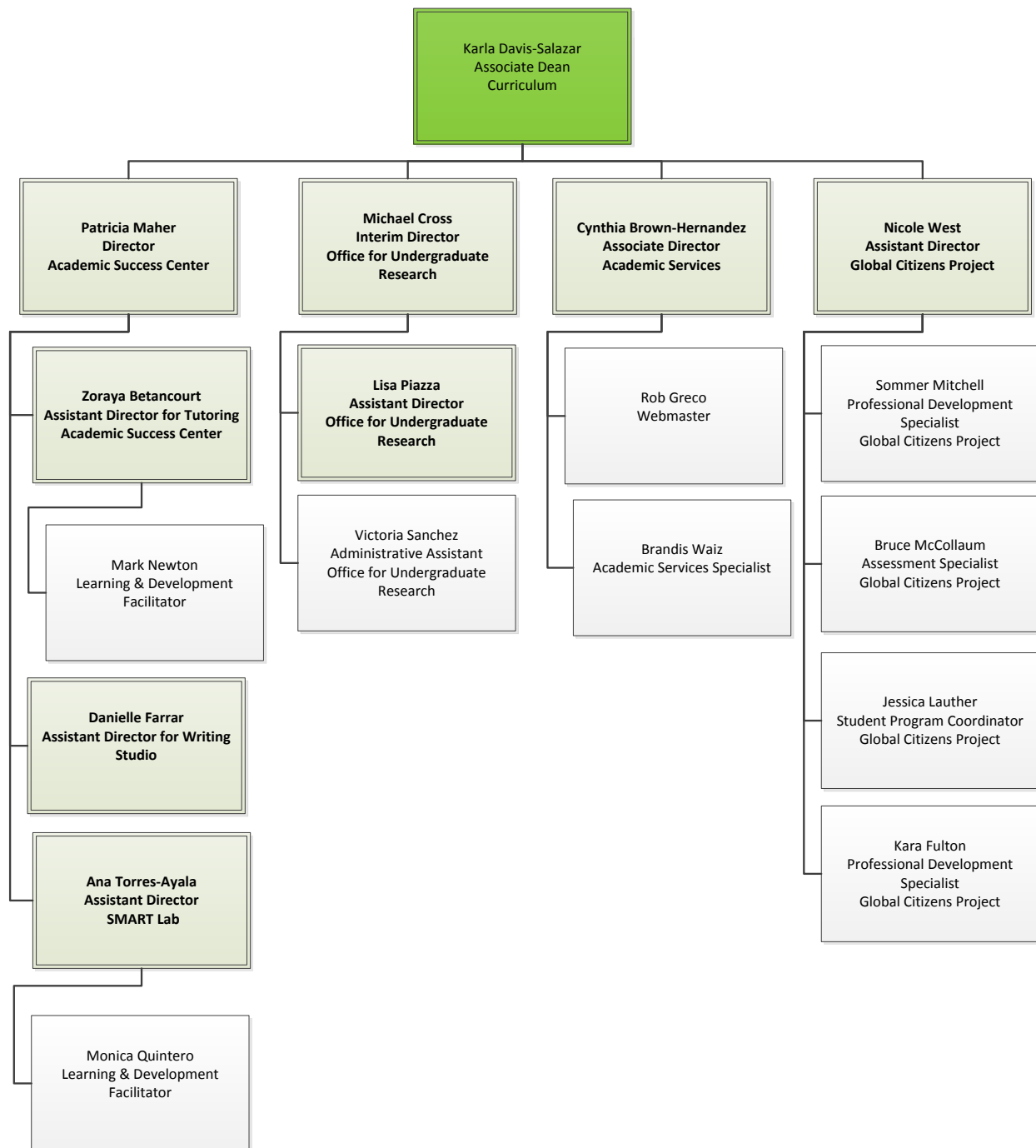
3	3	3	Introduce the Office of Career Services to incoming FTICs and transfer students to assist students in getting into the best fit major
3	3	3	Build career planning curriculum and experiential learning into a freshman success course (such as SLS 2901 Academic Foundations)
3	1	3	Provide career courses that assist students with career planning and job searching
3	3	3	Promote university/corporate leadership development programs and internships
3	3		Foster peer-to-peer career services training to individuals and groups
3	2	3	Link student employment to internships
2	2	3	Integrate career development into the student experience beginning in the first year
1	1	2	Develop career-related modules for faculty to imbed in their courses using Canvas

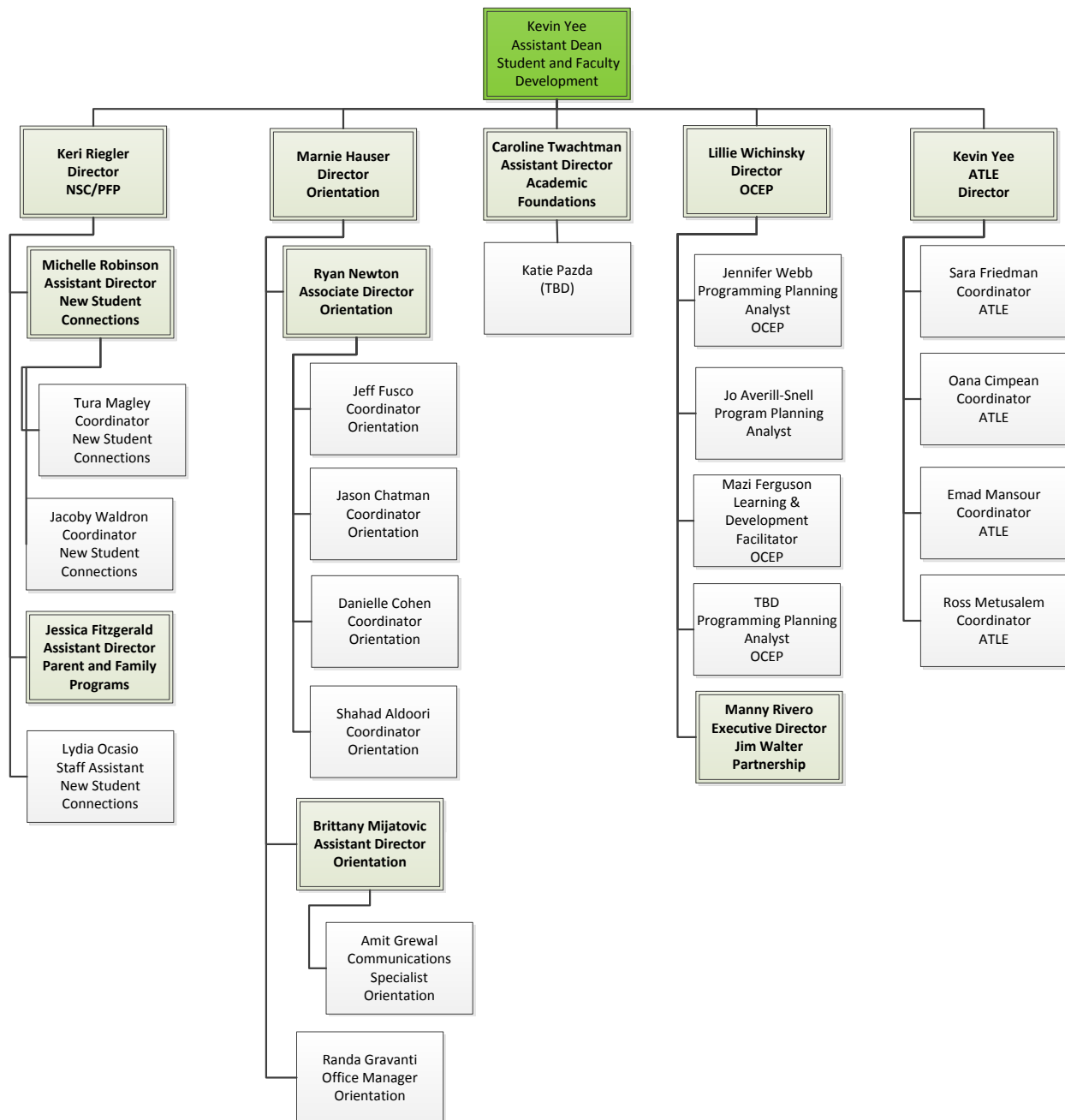
Appendix 2: Undergraduate Studies Organization Charts

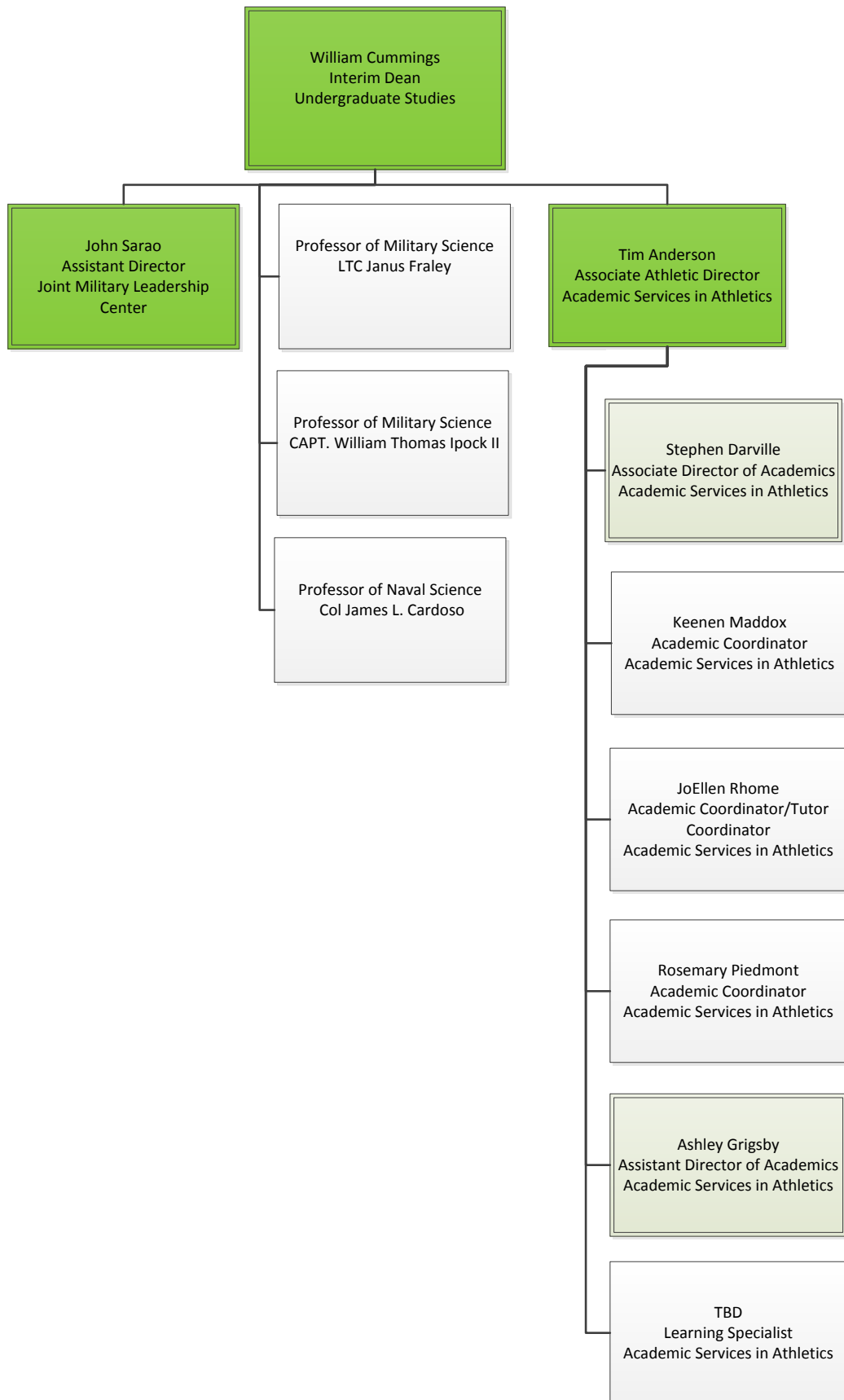
1. UGS Senior Leadership Team
2. Strategic Initiatives
3. Curriculum
4. Student and Faculty Development
5. Athletics and ROTC











Undergraduate Studies Annual Report

ACADEMIC YEAR 2016 - 2017