

# Undergraduate Studies

ANNUAL REPORT ACADEMIC YEAR 2017 - 2018



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## New Leadership

Undergraduate Studies welcomed Paul Atchley as the new dean of Undergraduate Studies in January 2018 following Dean Robert Sullins' retirement in December 2017. With 21 years in the position, Sullins was instrumental in the advancing of the Student Success movement and brought many policies and programs to the university that enhanced the student experience. William Cummings served as interim dean and led the Finish in Four initiative that was launched in May 2017.

Atchley comes to USF from the University of Kansas, where he served as a faculty member since 1998. He has published extensively in national and international academic journals with his work on distracted driving covered by media outlets such as the BBC, NPR and the New York Times. Atchley is a widely sought-after speaker and consultant in cognitive factors related to driving and works with numerous safety organizations to reduce distracted driving.

During his career, Atchley has received awards for service, teaching, research, and student advising, and has participated in interdisciplinary research teams that have received more than \$8 million in funding. As a faculty member and administrator in the psychology department, he created an innovative, nationally honored student success curriculum to improve students' knowledge and ability to plan for the future. As an associate dean in the College of Liberal Arts and Sciences, he was responsible for building the first online degree programs, developing new analytical approaches to student advising, and restructuring the curriculum to make it more student-centered.



*"Any leader who truly cares about student success should want to join a team as strong as the one at USF. I am grateful for the opportunity to be a part of this university as it continues on its path to success. USF is a leader in Florida and nationally in the way it welcomes all students and enables them to achieve a lifetime of meaning and purpose."*

- Dr. Paul Atchley, Dean of Undergraduate

## Finish in Four Initiative

In May 2017, Provost Wilcox called upon the entire university to join forces and work towards enhancing the success of the 2013 FTIC cohort and accelerate time to graduation. Undergraduate Studies was at the forefront of this important Finish in Four initiative, which included the 2017 USF Summer Degree Completion Scholarship program. William Cummings and Leslie Tod led the coordination between colleges, faculty, advisors, financial aid, the library, Innovative Education, and the Office of Decision and Support.

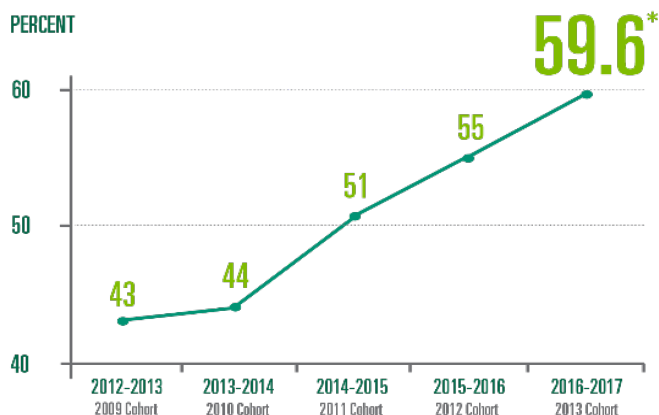
In efforts to reach a 60 percent 4-year graduation rate for the 2013 FTIC cohort, several steps were put in place. First, May 2017 graduates were immediately certified and students who did not meet the requirements were enrolled on a path to graduate by August 2017. Also identified were students who needed twelve or less credits to fulfill their degree requirements. To reward students who have progressed on a timely path to graduation a 2017 USF Summer Degree Completion Scholarship was offered to all students completing their degree by August 2017.

The 2017 USF Summer Degree Completion Scholarship program was available to help students pay for summer tuition and related expenses. The USF library was also supported the initiative by reserving and loaning out books for students enrolled in summer.

Cummings, Tod and the academic advocates coordinated with the colleges and Innovative Education to ensure courses needed for these students to graduate were offered and students who withdrew from a course were provided an alternative to fulfill that coursework requirement. The engaged clarified with the advising community, worked with students to apply for the scholarship, and facilitated countless other details to make this initiative a success.

The Finish in Four initiative helped 311 students graduate in August 2017. Of these students, 240 were reviewed for the scholarship eligibility and 208 accepted the scholarship award. The graduation of these students brought the 2013 FTIC cohort to 59.6 percent 4-year graduation rate.

### FOUR-YEAR GRADUATION RATE



Source: IPEDS  
\* Data reported follows IPEDS methodology but are based on internal preliminary data

Following the summer initiative, stakeholders developed a plan for a sustainable model for cohort identification, prediction, tracing, and enhancing academic progress for 2014 FTIC cohort. This included verifying one, two and/or three semester pathways to graduation for the 2014 cohort.

The initiative continues with the 2014 FTIC cohort by verifying one, two, and/or three semester pathways to graduation for the 2014 cohort. The goals we continue to strive for are a FTIC retention rate of 90 percent or above, 4-year FTIC Graduation Rate of 60 percent or above, and excess hours at 80 percent or above.

## Keeping Students on Track

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Undergraduate Studies develops one on one relationships with students to guide and assist them with career decisions, overcoming hurdles, referrals to campus resources, and communicating with students that the university is here to help them succeed.

Every year many students come to USF undecided on a specific major. USF offers the Exploratory Curriculum Major for those students. This major requires students to take the course U-Decide, which includes a significant major and career exploration component and specific tools to create a personal and professional development plan. One of the assignments is to meet with Shane Combs, Exploratory Curriculum Major advisor. Shane gives that personal attention to help students explore their interests and helps them arrange for experiences outside of the classroom to help them decide on a major.

USF freshman, Brendan chose the Exploratory Curriculum Major this past year. He came to USF in Summer 2017 wanting to work in the toy industry with the goal of working as a creative director for LEGOLAND. Electrical Engineering would be the ideal career track for Brendan to pursue his dream job. In fall 2017, Brendan struggled with College Algebra I which didn't surprise him since math has never been a natural strength of his. Math is one of the foundational skills of an Electrical Engineer and Brendan recognized that he may need to reconsider this career choice.

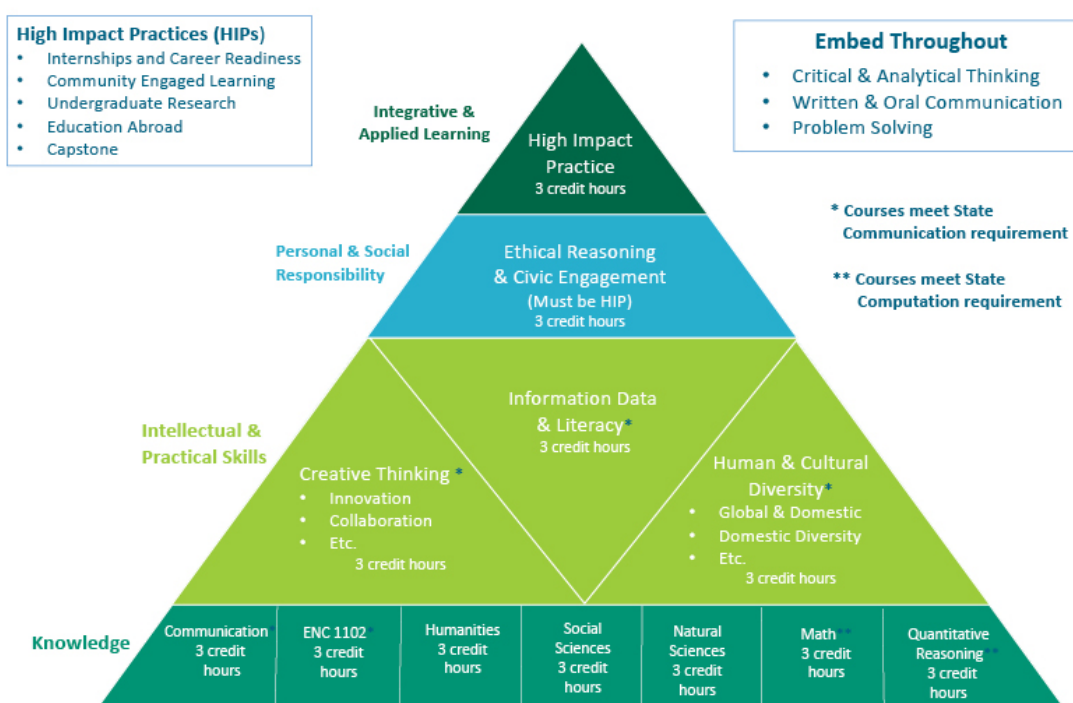
To assist Brendan and his exploration of career choices, Shane has set up several resources for Brendan to explore future majors. Right now Brendan is looking at Studio Art and Business Entrepreneurship for possible majors. He has met with advisors in the College of the Arts who are connecting Brendan with art based student experiences and senior students in art majors. Shane suggested Brendan consider meeting up with other students through the 3-D Club and Enactus, a student run entrepreneur organization. Career Services was able to connect Brendan with a HR manager at LEGOLAND to find out more about what they look for in creative directors and discover other areas that may fit for him at LEGOLAND. Brendan has also met with a Business advisor in the College of Business.

Shane's experience is that students fall into two different categories; students who have several interests and skills, but may find it hard to narrow down a path, or students who have no idea what they want to do. He has also observed this past year that many more students now enter the university with enhanced high school experiences, recognizing that taking advantage of opportunities in high school will build a good foundation for career pursuits.

The program shows signs of success. In Fall 2017, 94 percent of the 2016 cohort who took the U-Decide course returned for their second year and 97 percent of those declared a major by the beginning of Fall 2017. The Summer/ Fall FTIC 2017 cohort consisted of 223 active ECM students which is a 25 percent increase over the previous year.

## Enhanced General Education

On May 25<sup>th</sup>, the Provost and President approved the Enhanced General Education curriculum proposed by the General Education Council (GEC) earlier that month. Over the Summer 2017, the GEC subcommittee created standardized student learning outcomes (SLOs) for the curricular areas of Creative Thinking, Information & Data Literacy, and Human & Cultural Diversity. Throughout Fall 2017, the GEC continued refining the standardized SLOs, determined how to handle course proposals, and continued to refine the details of the curriculum. By the end of Fall 2018, the GEC approved all standardized SLOs and began accepting course proposals.



A second initiative happening simultaneously came from Undergraduate Studies (UGS) who made a call for faculty to propose new interdisciplinary courses. Those initial proposals were reviewed by UGS, and nine proposals were chosen to receive a professional development stipend to create full courses to submit to GEC.

Starting Spring 2018, the GEC began reviewing 73 courses submitted to the Intellectual & Practical Skills tier of the curriculum, of which 69 were approved. The GEC received eight courses from the UGS interdisciplinary program which are currently under review. The GEC also debated and approved standardized SLOs for the High Impact Practice (HIP) tier of the curriculum and the proposal and approval process for those courses. By the end of Spring 2018 they will also have approved SLOs and structures for the Ethical Reasoning and Civic Engagement courses.

Future work for the GEC includes:

- Sending a five-person team to the AAC&U Summer Institute on General Education and Assessment to develop the assessment plan for the enhanced general education curriculum

- Begin reviewing proposed courses in the HIP and Ethical Reasoning and Civic Engagement tiers of the curriculum
- Create a call for new and innovative general education courses for the Intellectual & Practical Skills tier of the education
- Continue working with all stakeholders to create a sound infrastructure for interdisciplinary teaching
- Assess courses that have been accepted into the enhanced general education curriculum

## Looking Ahead

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As our annual report looks back at what has been accomplished in the previous year, it is also important for us to reflect upon challenges that we anticipate for the coming year. The grand challenges for the coming year are laid out below, across our three areas of organization: student success, curriculum and teaching and learning.

### Student Success

Undergraduate Studies is tasked with programs that help bring students successfully to the university environment and programs that help make students feel connected to the university, make progress, and graduate. As we strive for ever-increasing success with retention and graduation, an ongoing challenge will be to discover new ways to make those improvements. Work on Finish in Four during this annual report period has helped us further refine our processes of identifying students who might get off-track and find ways to get them graduated in a timely manner. One challenge will be to use lessons from this process to develop new systems. Building a true case-management approach to share the work of student success across the entire university and extend that work across the entire system.

### Curriculum

Undergraduate Studies is charged with maintaining the undergraduate curriculum for the University of South Florida. This work includes traditional work such as managing the catalog and all of the processes that rely upon that system, as well as continuous improvement of the curriculum through processes such as the General Education Enhancement. An important next step and ongoing challenge for UGS will be to further refine the curriculum process, including development of assessment and reporting processes to help academic units understand how well they are meeting their stated learning outcome goals.

### Teaching and Learning

Undergraduate Studies helps our students learn better through units like the Academic Success Center and faculty teach better through the Academy of Teaching and Learning Excellence. As USF looks forward toward a common system in 2020, the university must consider how to achieve teaching excellence so it can be properly evaluated by department, college and university committees. It is critical to provide leadership which moves beyond student evaluations of teaching, which are agreed upon to not truly reflect good teaching or learning outcomes, toward a set of comprehensive processes and objective measures faculty can engage with to reflective successful teaching.

# Student Success

## Orientation

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The Office of Orientation, in its efforts to provide a seamless transition to all new undergraduate students, and their families/guests, used these six areas of focal points for their work over the past year: Processes & Policies, Building Curriculum & Defining Purpose, Human Capital, Fiscal Management & Responsibility, Technology, and Selling the USF Orientation Brand. As such there were several strategic meetings and conversations surrounding what the department should be providing, the way it is provided and what our students and families/guests deserve. Within these conversations, the department asked the question, “What can we stop doing?” While there was a shift in mindset, and an adoption of a flipped classroom approach to Orientation, the department was hard pressed to “stop doing” and found it was better to ask “How can we do things differently?” In the following summary you will see highlights of the successes and how the shift in focus has led to another successful year for the Office of Orientation.

### Orientation by the Numbers:

- Total Summer 2017: FY 1685 , Transfer 637
- Total Fall 2017: FY 2546 , Transfer 3629
- Total Spring 2018: FY 472 (462 domestic, 10 international), Transfer 1386
- Guests: FY summer 971 (54%), FY Fall 1541 (61%), Transfer summer 132 (21%), Transfer fall 919 (25%), FY spring 246 (52%), Transfer spring 275 (20%)
- Special Population: Total GBW (August 2017) = 187, Total ACE = 108, Total SSS= 99, Total FY Athletes (summer/fall, spring)=95, Total INTO (included in Transfer totals above- summer/fall, spring)= 263

### Points of Pride:

- Cut >\$80,000 from the department budget by revamping the Orientation programs, partnering with the Central Space Office for classroom reservations and use, by advocating for lower rental costs and different utilization of campus facilities, and differently finding greater ways to use technology for programmatic and outreach purposes.
- Implementation of new Orientation App and partnership with Guidebook (#myOrientation Guide), thus eliminating the need for paper workbooks and schedules.
- New Student Dashboard:
  - Submitted Tech Fee proposal for integration and automation for the system as a part of the new student onboarding experience.
  - Widened scope and depth of current Dashboard system to include International students, SSS, ACE and Athletes.
- Joint recruitment and application process with New Student Connections.
- Bulls On the Rise Pilot Program: First Year cohort initiative rolled out for 85 students in July of 2017. Please refer to the Executive Summary regarding the specific details.



- Conducted a World Café for over 80 campus partners, with focused conversation on demographic needs and support.
  - Provided focus and direction for new programming and demographic specific program outcomes.
- SROW (Southern Regional Orientation Workshop): For the first time 40 Orientation Leaders and student staff attended the Association for Orientation, Transition, and Retention in Higher Education's Region VI Southern Regional Orientation Workshop (SROW) at the University of Central Florida. Several awards and award nominations were received. The USF Office of Orientation also participated by way of several presentations.

#### Staffing:

- Largest recruitment class and applicant pool for the OL position: 1,757 students interacted with Recruitment 2018 initiatives, 739 students submitted and OL interest form, 457 students were nominated by 2017 Orientation Leaders, 340 students applied for the OL position (270 FY OL, 44 Transfer OL, 26 Family and Guest OL), 280 students attend Group Interviews.
- Loss of 2 full time staff members (Assistant Director for Communication and Outreach, FY Coordinator), hiring of Communication Specialist and Transfer Coordinator, active search for FY Coordinator position.

#### Changes and New Initiatives:

- Timeline and calendar changes: A more aggressive calendar of deadlines were created and rolled out. This accelerated timeline positioned the department to create schedules, communication campaigns, and curriculum, approximately 2-3 months earlier than in previous years. The creation of the Gridiron process however, hindered some of the progress and opportunity to meet these deadlines. As such, the department is working under the same deadlines as in years past.
- Gridiron and Program Outcomes: With the inception of Gridiron, and as a direct result of the feedback provided from the World Café, the First Year Orientation program has undergone a complete overhaul in format, content and the way information will be conveyed to the constituents. Diffusing the fire hose effect, and ultimately putting the Office of Orientation in the driver's seat for content development and dissemination has been the main focus of planning efforts in the last year. OL and peer led presentations with fewer content heavy sessions is the goal, while living into the space of "providing the right information, to the right people, at the right time."
  - Also included here: Different uses for technology, revamp of email campaigns, different branding for content, more specific and targeted outreach to students, clearing of holds prior to attending Orientation, establishing peer connections prior to attending Orientation, gamification within FY Orientation sessions, changes in venue and facility use for building campus affinity and better fiscal management, pre-registration for all FY students.
- The Office of Orientation is actively participating and leading several ongoing workgroups and committees on campus (Including: Gridiron committee participation- Pre-enrollment, Playbook, Training Camp, Touch Down, co-facilitation of Training Camp Work Group, Onboarding Workgroup, membership within Yield Team and CAA, National Student Success Conference).

#### On the Horizon:

- Re-organization of internal roles and responsibilities as a result of workload and department initiatives.

- Hiring of Orientation Leader demographic to work specifically with Glo-Bull Beginnings Week and International programming.
- Gridiron work and new initiatives as a result of the work.
- New online initiatives for onboarding all student demographics, including widened scope for the new student dashboard.
- Establishing scholarship funding for International students.
- Expanding upon leadership development for student leaders (addition of course options including Study Abroad, practicum/internship experiences).
- Overhaul of communication campaigns.
- Creation and release of Just in Time onboarding resource within Canvas: Series of “How To” videos and pdfs for quick reference by students.

## State and Community Relations

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The Office of State and Community College Relations seeks to create and establish relationships that assist in developing streamlined processes to provide a more transparent, efficient, and smooth transition for transfer students.

The transfer program FUSE, which is housed in the Office of State and Community College Relations, is in its

second year of implementation. FUSE is a program designed to ensure timely baccalaureate degree completion for transfer students by permitting guaranteed admission to specific majors once all established AA requirements\* are met.

FUSE currently has 8 fully active partners as of the Fall 2017. The partners are as follows: Hillsborough Community College, St. Petersburg College, College of Central Florida, Pasco-Hernando State College, Polk State College, Santa Fe College, South Florida State College, and State College of Florida.

FUSE, now in its second year, is keenly focused on student success. Identified areas of focus for FUSE students include the onboarding process, the student experience (prior to matriculation and after admittance), time to completion, and post-graduation career readiness.

Transfer student success lacks the attention, resources, and priority when compared to the first time in college (FTIC) students. FUSE provides a step in the right direction to ensuring this student population matches or exceeds the achievements accomplished at USF among the FTIC cohorts. The Community College Review (2017) noted 4-year post-secondary institutions must “act as transfer partners” with 2-year colleges improve the outcomes of transfer students. This program is a transfer partnership established for and to benefit transfer students.

#### Items of Note:

- USF Tampa hosted FUSE partner meeting February of 2018 to discuss and address program sustainability, identified outcomes, and assessment; USF System held their FUSE meeting March of 2018
- Established a FUSE scholarship
  - Partners are Community Foundation of Tampa Bay; Community Impact & LEAP College Access Network, and the Helios Foundation
- There are 84 approved and active graduation pathways with our partner institutions\*\*
- There are approximately 500 students in the FUSE pipeline
- The first FUSE cohort of 18 students will begin Fall of 2017
- Established virtual advising to better serve the growing population of FUSE students
- Continued routine embedded advising at St. Petersburg College and Hillsborough Community College, but we have increased our advising reach and now hold sessions at Pasco-Hernando State College and Polk State College
- The USF advisors have held approximately 600 advising appoints with FUSE students this academic year

## Student Support Services

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The [Student Support Services \(SSS\)](#) program is funded by the federal government (82%) and the university (28%) and assists the university in obtaining its sustainability, student access, diversity, retention and graduation goals.

### Student Access

The program is designed to retain and graduate first-generation and low-income students whose academic profile shows a potential for success.

### Student Success

Contributed to USF meeting the 90% retention rate for preeminence. 91% of our diverse SSS new admits persisted fall 2016-fall 2017. Of this number 95% were in good academic standing at the end of fall 2017. 97% of our diverse 220 program participants, freshmen and sophomores, were in good academic standing at the end of fall 2017. Awarded \$9,815.00 in SSS Scholarship to enhance retention efforts. Contributed to the elimination of the achievement gaps between Black, Latino and Caucasian students.

The SSS TEAM is a recipient of the Development and Engagement Award, Student Affairs & Student Success, spring 2018.

### Sustainability

Federal Department of Education (FDOE) Prior Experience Points- USF's SSS Program-earned 15 out of 15 Points towards the next grant cycle.

### Professional Affiliations/Organizations

The SSS staff presented at the National Student Affairs & Student Success Conference, "Beautiful Minds Stories of Student Success", spring, 2018. Staff attended the COE, SAEOPP, Florida TRIO, FCAN conferences, Federal Department of Education (FDOE) Policy Seminar & Relations with the FDOE, COE trainings and webinars. Chaired Associate Dean of Curriculum Search Committee, served on 2 search committees, 2 GRIDIRON Committees, YIELD TEAM, SASS Leadership Team and UGS Senior Staff, LLC Council, LLC Advisory Board, USF Task Force on Student Debt Reduction.

### Partnerships

SSS participated in [USF's Housing Live video](#) series in collaboration with Housing & Residential Education Services. The goal is to promote SSS and its new living learning community. SSS partnered with over 24 university entities to ensure student success and the development of highly skilled global citizens. Our 2017-2018 [SSS newsletter](#) demonstrates this goal. In partnership with the Provost Office, DIEO, and Multicultural Affairs 5 SSS students participated in the National Black, Brown & College Bound Conference and one student was a panelist and one served as moderator.

## CROP

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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 2017-18 funding year, CROP graduating seniors represent 9 area public high schools. 100% (15) of 2018 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 and one student identified to participate in Student Support Services (SSS). 80% of 2018 graduates will attend Florida postsecondary institutions and 20% out of state. Two graduates will be attending HCC and eligible to participate in the FUSE program. Most of the CROP 2018 graduating seniors qualify for a full or partial Pell Grant. Their unweighted cumulative state GPA average is 2.9 with a weighted cumulative district GPA average of 3.8 that is an increase from 2017 class with a 3.4 district GPA.

## Upward Bound

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The University of South Florida [Upward Bound Program \(UBP\)](#) is a TRIO college-access program funded by the United States Department of Education. USF UBP is among the longest running UB programs in the country. The program serves eight Hillsborough County high schools. Participants come from low-income households or households in which neither parent holds a bachelor's degree. Services include instruction, tutoring, counseling, mentoring, cultural enrichment, campus tours, and a college residential experience. The average GPA of program participants is a 3.5. One hundred percent of students from the class of 2017 graduated from high school, with 92% enrolling into college by the fall of 2017. Currently, 36 former Upward Bound students attend USF as undergraduate or graduate students and 43 students attend Hillsborough Community College. Partners include Hillsborough County Schools, Morsani College of Medicine, College of Pharmacy, Muma College of Business, College of Behavioral and Community Sciences, College of Engineering, College of Arts and Sciences, and College of the Arts. These partners help expose students to career options and college pathways.

## New Student Connections

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Established in the fall of 2007, [New Student Connections](#) (NSC) creates and supports shared USF experiences that connect students to the campus community and provide for a successful transition. Our programs and services build on the knowledge that a student has received, provide a progression of learning experiences that complement one another, and offer timely information so they are better prepared to excel academically and become active members of our campus community. Below are key highlights of work completed this year that support USF's path to Preeminence and AAU eligibility and contribute to university strategic priorities.

### Unit Growth

- Established a year-round model, utilizing undergraduate coaches, leveraging predictive and data driven analytics to identify high risk pipelines to support student persistence into the next semester.
- Contributed to case management efforts by submitting 175 referrals in the Archivum Insights platform
- Strengthen students affinity to campus by expanding the USF Pep Rally and Photo [experience](#) and Meet and Go offerings
- Developed student learning [outcomes](#) for the first year of college
- Offered an affinity community experience with Orientation called [Bulls on the Rise](#).
- Piloted outreach campaign to assess persistence probability of high achieving FTIC [population](#)
- Expanded staff by adding an undergraduate intern and established year-round peer leader support

### Student Impact

- Affinity communities ensure students persist beyond year one: 2016 cohort retained at [95% CampU](#) and [92% Network](#)

- Responsible for [28,898 interactions](#) via outreach, affinity communities, campus traditions, and peer coaching efforts: 82% increase
- Coached students through common transition challenges to support their persistence
  - Outreach: 1870 students: 130% increase
  - Peer Coaching: 241 students: 309 coaching conversations in inaugural year
- [Student Leader Team](#): 100% FTIC leaders retained, team registered a 3.49 average GPA in fall
- Equipped 23 students with career-readiness skills and global competencies through 2,500 hours of training, 6,200 hours of employment

#### Campus Collaboration and External Visibility

- Advocated for student transition needs through representation on 15 campus committees
- Volunteered with 5 national organizations and presented on 6 occasions at national conferences
- Led process to identify and enhance the system-wide mobile application solution
- Directed the curriculum develop and coordination of shared peer leader training for 4 departments
- Cultivated 7 new campus relationships while strengthening 19 existing campus partnerships

#### Point of Pride

- Michelle Robinson received the 2017 USF Outstanding Staff Award and the 2018 Student Success Champion Award.

“I was an out-of-state student with a high school graduating class of 160 people, and arriving at USF with its 40,000+ students, seemingly countless organizations, and not a single familiar face was overwhelming and discouraging. In what I considered my last attempt at involvement before I looked into transferring, I came across a campus-wide event led by New Student Connections. Joining The Network gave me my own small home at USF and the friends I desperately wanted. This office is the reason why I stayed, why I persisted, and why I grew as an individual and a leader.”

-2015 first-year student and 2016 and 2017 Peer Advisor Leader

## 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 accomplishes its purpose by offering engaging campus events, communicating timely campus resources and deadlines, and serving as an advocate for families in need throughout their students tenure. Below are highlights of critical work completed this year that support USF's path to Preeminence and contribute to university strategic priorities.



#### Unit Growth

- Contributed to case management efforts by submitting notes and referrals through Archivum Insights platform
- d 4 workshops on effective approaches to engage families: College of Arts and Sciences English Department, ATLE Faculty Workshop, Orientation Team Leaders, and Peer Advisor Leaders
- Developed learning [outcomes](#) geared towards families for the first year experience

#### Student and Family Impact

- Expanded family coaching efforts to further support persistence efforts of USF students
  - 75 conversations with families
  - 22 student referrals made to campus resources via the Archivum Insights platform
  - 8 students identified as potential persistence risk
  - Top coaching themes; Academic Performance, Mental Health, Physical Wellness Academic Advising/Academic Schedule, Transition, Housing
- Fostered 7,956 interactions via family events, digital communications, presentations, and office visitors
  - 3,945 average readers per month of the BULLetin e-newsletter
  - 2,382 interactions at first-year Orientation: 2 presentations at 30 sessions
  - 1,004 students/families attendees at Family & Friends Weekend: 28 events offered
  - 500 interactions at Fall Grand Opening Welcome
  - 345 interactions at Summer Welcome Table
  - 129 attendees at Spring Family Day
- Educated families to ensure they are equipped to support the needs of their student
  - Responded to various family inquiries and shared 20 messages on departments social media account during [Hurricane Irma](#) closure
  - Developed family member onboarding communication prior to the beginning of each semester
  - Expanded critical policy and procedure resources on [website](#)
  - Developed a spring semester arrival [guide](#) for families
  - BULLetin e-newsletter: 12 issues; 31 campus contributors; average open rate of 28.9%

#### Campus Collaboration and External Visibility

- Advocated for family transition needs through representation on 5 USF committees
- Volunteered with 2 national organizations and presented on 2 occasions at a national conference
- Partnered with CollegiateParent to offer a new resource guide for families, [USF Insider](#)
- Served as an external consultant for parent and family unit program review at Florida Atlantic University
- Nurtured 5 new campus relationships while strengthening 27 existing campus and community partnerships

#### Points of Pride

- Jessica Fitzgerald was selected to serve as a writing consultant for [CollegiateParent](#)
- The Redrup family from New Jersey was selected as USF's 2017 Family of the Year



*"Parent and Family Programs is such an important part of a student's success at the University of South Florida. With over 46,000 students, USF can seem enormous but Parent & Family Programs makes you feel like you are the most important family on campus. As a parent of an out of state student, I feel reassured about having our daughter attend USF because of the support we receive from Parent and Family Programs."*

- Melissa Redrup, USF's 2017 Family of the Year recipient.



## Office of Academic Advocacy

During the past year, the [Office of Academic Advocacy](#) (OAA) contributed to USF's strategic focus on improving first-year retention rates and 4-year and 6-year graduation rates. We also hired two Transfer Academic Advocates to contribute to the reduction in Excess Credits to graduation.

OAA services by the numbers

- First Year Persistence Advocates support the 90% first-year student retention rate goal
  - Creation of Deferred Probation (DP) status resulted in reducing academic dismissals by 75 students (1.5% of total cohort)
  - Exploratory Curriculum Major students also achieved a 90% retention rate
- Academic Progression Advocates work with students from their 2nd year to graduation.
  - Coordination of Finish in Four efforts resulted in record 4-year graduation rate of 60%
  - Tracking of cohorts aided improvements in the 6-year graduation rate from 67.5% to 71%
- Utilization of Archivum Insights for student referrals and managing cases along with continued use of Civitas predictive analytics and Nudge campaigns allowed us to reach over 10,000 potentially at-risk students and provide service to over 1,000 students seeking assistance

Collaboration

OAA participates in over 20 committees across campus and collaborates with over 20 departments in the development of programs and services. Examples of where OAA contributes:

- Experiential Learning Initiative, Status of Latinos Committee, Administrative Advisory Council, Ethics and Integrity Council, Black Faculty and Staff Association, USF Conduct Board
- Emergency outreach efforts after Hurricane Irma

- Academic Foundations courses and ACE programs
- Persistence Committee, Don't Stop Don't Drop Committee, and SOCAT
- Achieve-A-Bull/Take Charge, CAA CHARGE, Majors Expo, iCare Team, Peer leader training

#### Achievements

- The Office of Academic Advocacy presented on their work to eight different regional, national and international conferences and published in *NACADA Journal* and *BCSSE* research brief
- Five Academic Advocates completed the Wellness Coaching Certification and one completed the Counseling Center Suicide Prevention Train the Trainer program
- Entire OAA Team was presented the Student Success Award for Collaboration for 2017 efforts
- Exploratory Curriculum Advisor awarded SafeZone Facilitator of the Year 2017-18

## Curriculum

### Undergraduate Catalog and Curriculum

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- In June of 2017, the course proposal system, the course inventory, and several system-wide aspects of the course proposal workflow were moved from Undergraduate Studies to the Office of Decision Support.
- Dr. Jennifer Lister submitted a concept proposal to ITMC for a new catalog editing and management system. The concept proposal was approved in December and the business case began in March.
- The Provost requested a sweeping undergraduate curricular review and enhancement for implementation in the Fall 2018 semester for new students (Provost Wilcox email dated: November 11, 2017).
- The undergraduate class size initiative was implemented during the Spring 2018 semester (Vice Provost & Associate Vice President Prithvi Mukherjee email dated: March 9, 2018).

#### Councils

- The Ethics and Integrity Council (EIC)
  - The Ethics and Integrity Council (EIC) continued a recent trend of undergoing a transition in faculty leadership in the fall with the appointment of a new chair.
  - Over six meetings, 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 continue to be required to complete the Academic Integrity tutorial within their first term at USF
- UGS continues to process FF grades, with fewer than two dozen incidents across the academic year.
- The Undergraduate Council (UGC) held 13 meetings in AY 2017-2018, approving 79 new courses, 122 course changes, 2 denied/withdrawn course proposals, and 47 new curricular changes or additions to existing programs, as of the UGC meeting of April 9, 2018.
  - Dr. Jill Roberts continued to serve as Chair of the Council.
- The General Education Council (GEC) held 18 meetings in AY 2017-2018 and approved six courses as meeting the Gordon Rule requirement.
  - The Council established the Enhanced General Education plan for USF undergraduate courses and established the SLOs for the Creative Thinking, Information Literacy, and Human & Cultural Diversity areas.
  - The GEC approved 83 courses across these three areas. The GEC began development of the SLOs for the Ethical Reasoning & Civic Engagement and High Impact Practice areas of the Enhanced General Education pyramid. Undergraduate Studies provided meeting support, course tracking and approval, and reconciliation of approved courses with Banner, Course Inventory, and the SCNS.
  - Dr. Kyna Betancourt continued to serve as Chair of the Council.

#### Minors (Leadership Studies, Aerospace Studies, Military Leadership, Naval Science & Leadership)

- A total of 33 minors were certified.
- 322 students are pursuing the minor.
- In 2017, the Leadership Studies minor was reduced from 15 hours to 12 hours effective Fall 2017, with the elimination of LDS 4104 (last offered in Summer 2017).



## Global Citizens Project

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The primary focus of USF's Quality Enhancement Plan, the [Global Citizens Project](#), in AY 2017-18 was the continued implementation of processes and procedures supporting the three QEP goals, including professional development and assessment.

Enhanced General Education: Introduce students to global competencies

- 20 general education courses have been certified by the General Education Council as part of USF's Enhanced General Education curriculum under Human and Cultural Diversity. Each course includes two GCP learning outcomes.
- Collaborated with the General Education Council to incorporate GCP learning outcomes into all levels of the Enhanced General Education curriculum.
- Created a permanent course (IDS 3315) that will be proposed for the High Impact Practices level. This course is also certified as a Global Citizens course.

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

- 10 degree programs (for a total of 11) have been certified as a Global Pathway; 7 programs are in the process of developing Global Pathways
- 33 courses have been certified (for a total of 76) as Global Citizens courses by the Undergraduate Council; another 31 proposals are under review

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

- Offered 34 Starting Your Adventure workshops
- Recruited 716 new students to pursue the award
- Pre-approved and advertised 264 on-campus global events
- Recognized 42 award recipients at the Celebration of Leadership Awards ceremony
- Awarded 84 students the Global Citizen Award for completion of the program as of 4/17/18
- Offered \$112,500 in GCP Study Abroad scholarships to 45 award participants



- The Global Explorers Travel Award that is in conjunction with the Education Abroad office provided \$47,500 in study abroad scholarships to 34 award participants.
- Offered two semesters of a service-learning course for Award students; Community partner was the University Area CDC; 25 students participated.
- Formalized a partnership with the University of Exeter with the intent of offering a study abroad program.

#### Professional Development

- Offered 24 Global Faculty Fellowships (previously Global Course Enhancement Cohorts), a Global Pathway Learning Community for 8 departments (11 faculty total), 6 stand-alone workshops, and 11 one-on-one consultations
- Created and implemented an Accelerated Global Pathways Learning Community.
- Designed and offered a one-day course certification workshop, Global Certification Express for 11 faculty
- Continued to offer an event series, the Global Scholars Circuit, to expose faculty, staff, and students to the wide array of certified global courses offered across campus; 12 Global Citizens courses participated; total attendance: 382
- Designed 11 flyers for certified Global Citizens courses.

## Office of Undergraduate Research

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The [Office for Undergraduate Research \(OUR\)](#) engages students from admissions to graduation in the pursuit of undergraduate research: an inquiry or creative project that makes an original contribution to their discipline. We are committed to OUR students, OUR community, and OUR future through targeted activities to generate meaningful narratives for inspiring exemplary support. We seek to empower the next generation of citizen scholars, equipped with 21st century workforce skills for a global environment, to fulfill USF's vision for students: lifelong success.

- Admissions: Supported recruitment of National Merit Scholar finalist (23 have committed to USF).
- Orientation: Presented at FTIC and transfer events and met with students and parents during tabling events (~1200 students).
- Workshops: Provides workshops for research engagement (FA17 – 622 students, SP18 – 154 students)
- Student Engagement: Supported Undergraduate Research Society (URS)
  - Organization grew from 22 members in January 2017 to over 1000 in January 2018
  - Student leaders support OUR as peer mentors for introductory workshops
  - Peer mentors provide one-on-one consultations with students
- Data & Metrics: Support development and implementation of measures to track undergraduate research activity (2016-2017 research courses: 3834 students).
- Internal Funding:
  - Provided Research in Arts Scholarship (7 students, \$1500/each).
  - Provided travel funding to conduct research (1 students)
- Conferences
  - Hosted 2017 Spring Business Meeting for The Leadership Alliance, a partnership of institutions seeking to develop underrepresented students into outstanding leaders and role models in academia, business and the public sector.

- Hosted USF's annual Undergraduate Research and Arts Colloquium (450+ student presenters)
- Attended Florida Undergraduate Research Conference with 18 USF students (13 from Tampa campus)

## First Year Seminars

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[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 two courses with specialized curriculums: UDecide – Exploratory Majors and ACE – Academic & Cultural Enrichment.

During the 2017-18 academic year:

- Comprehensive curriculum changes were made to the SLS2901 Academic Foundations Seminar
  - Adopted the Flipped Classroom pedagogy, in which students complete online reading and homework BEFORE class. Time in class is spent doing interactive activities and applying the content in engaging ways.
  - Switched from textbook to online readings, saving students money and supporting the Textbook Affordability Project
  - Increased emphasis on foundational academic skills needed to succeed in college
  - Created a coordinated curriculum that unifies the student experience across all sections
  - Course evaluations revealed students found great benefit from their SLS2901 course, commenting that *I've found the material extremely helpful and wouldn't have been able to be successful at USF without it.*
- First Year Seminars enrolled 1,358 students in SLS2901, SLS1101, and SLS3113 for 2017-18 AY
  - 27% of FTIC students enrolled in Academic Foundations in Summer and Fall terms
  - Enrollment by term: 266 Summer 2017 | 882 Fall 2017 | 210 Spring 2018
- First Year Seminars employed 75 adjunct instructors
  - Adjunct Instructors by term: 10 Summer 2018 | 57 Fall 2017 | 8 Spring 2018
  - 18 trainings offered for instructors
  - 70% of instructors received rating above 4.0/5.0 on student evaluations of instruction
- First Year Seminars incorporated 48 volunteer undergraduate Peer Leaders and 1 volunteer graduate teaching assistants in Fall 2017
  - 6 trainings offered
- First Year Seminars offered 24 major/interest/living-learning community specific sections
- First Year Seminars partnered with Innovative Education to offer 5 sections of SLS1101 University Experience for the Academic and Cultural Enrichment (ACE) program Summer 2017
  - 110 students | 5 instructors
- First Year Seminars partnered with the undergraduate INTO Pathways programs to offer 7 sections of SLS2901 Academic Foundations for INTO students
  - 135 students | 7 instructors
- First Year Seminars instructors participated as members of the Academic Care Team with the Office of Academic Advocacy
  - SLS2901 Academic Foundations instructors and students participated in a pilot of the Archivum Student Success Case Management tool and process – Summer 2017

- First Year Seminars collaborated with USF Career Services on several programs. All students participated in the My Plan + My Pathways Career Assessment. The Career Modules developed by Career Services with Innovative Education were integrated into the SLS3113 Academic Transitions Seminar for transfer students. Peer Leaders participated in the *Interns with Impact* unpaid internship program. Exploratory Curriculum (ECM) students participated in the *Experiential Learning Expo* and *Major Expo* programs as a part of their SLS2901 Academic Foundations course (UDecide).

### Campus Conversations – Common Intellectual Experience

This year marked this inaugural “Campus Conversations,” a common theme for students and faculty to explore in a variety of settings. This common theme generated discussions around diverse ideas, experiences, and points of view related to:

- Who am I? Construction and Identity
- Community Conversations: Affiliations with Others
- I am a Global Citizen: Identity Beyond the Here and Now
- Speak Up: Roles and Rights Within Communities

The theme Identity and Community provided an opportunity to explore issues such as individual identity, community identity, difference and acceptance, defining home, global citizenship, immigration, social cohesion, privilege, and power. Campus Conversations sought to create opportunities for the exchange of ideas and challenges students to develop the ability to interact respectfully with all people and understand individuals' differences.

## Degree Programs



## Bachelor of Science in Applied Science

The [Bachelor of Science in Applied Science](#) (BSAS) 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 continue to promote better access to this degree option, BSAS admissions requirements were once again adjusted for greater student access. The program longer requires ENC 1102, a course which is not required to the majority of Associate in Science degree holders and we are beginning to see the impact of that this academic year. Currently, the BSAS student population totals 200 active Tampa students. The students continue to boast impressive grade points with averages resting at a consistent 3.15. The most popular concentrations continues to be Criminal Justice option.

## Bachelor of General Studies

The [Bachelor of General Studies](#) (BGS) degree completion program continues to support nontraditional, returning adult and current USF students with a degree completion option. 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 250 actively enrolled students in the BGS program with an average GPA of 3.0. We continue to experience populations of current university students that require a degree completion option and have hired a new Academic Advisor positioned to work with this special population. To support the efforts of timely degree progression and completion, BGS introduced two new concentration options designed to serve this special needs population: Educational Foundations (supporting the College of Education) and Architecture (supporting graduate level students dismissed from the Masters in Architecture program). We also introduced BGS Computer Systems Technology (previously Information Technology). BGS consistently graduates approximately 70% of its student population each semester and continues to be 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, Computer Systems Technology, Information Architecture, Public Administration and Public Health are options available to support the work of USF and Complete Florida. Currently, five students are enrolled in the program with one slated to graduate this summer.

## 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). So far for the current academic



year, we awarded \$56,000 to help students complete the goal of earning their first baccalaureate degree.

## Office of Community Engagement and Partnerships

The [Office of Community Engagement and Partnerships](#) connects USF students, faculty and staff to our local, state and global community to build partnerships that address critical issues through engagement, teaching and research. OCEP provides a range of 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 community engaged learning, and work within the K-12 public school system, particularly Hillsborough County Public Schools.

### Engagement through Service

- 2017-2018 OCEP held 2 Service-Learning Academies (May and August). 47 USF faculty members received 20 hours of training with individual consultation in pedagogy of service-learning resulting in more than 1000 hours in service-learning pedagogy.
- 2016-2017, OCEP increased service-learning courses by 57% from 70 to 110 courses.
- Approximately 2300 students were enrolled in these courses. This constitutes a 14% increase in enrollment in service-learning courses.
- 1<sup>st</sup> Annual S-L Faculty Recognition held in April 2017 honoring 70 USF faculty.

### Community Sustainability Partnership Program (CSSP)

- Aug 2016-May 2017, The USF CSSP, completed its inaugural sustainable year where 13 courses worked with the City of Palmetto. The Palmetto City Council held a closing ceremony where the USF flag was handed over to the representatives from the City of Dunedin. . Read article in the [Bradenton Herald](#).
- 2017-2018, OCEP facilitated the second CSPP partnership with the City of Dunedin. The project involved 7 undergraduate and graduate courses led by faculty and completed by the 194 students. These projects will conclude with six student presentations of research and recommendation to the Dunedin City Council. Read the [Tampabay.com](#) and [USF](#) articles.
- April 2018, Released RFP and successfully identified CSSP city for 2018-2019.
- CSSP provides \$1,000 stipends to graduate students in each of the CSSP courses to complete report writing



# Teaching and Learning

## Academic Success Center

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Starting in Spring 2018, the [Academic Success Center \(ASC\)](#) hired a new Director, welcoming William Neater to the ASC in February. With this key position filled, the Professional Staff members of the ASC have been able to focus on developing initiatives within the ASC sub-centers (Tutoring Services, SMARTLab, and the Writing Studio), while maximizing services offered to USF Students. Major accomplishments of the 2017-18 AY include:

- Take Charge Collaboration - In collaboration with the Office of Academic Advocacy and Residential Education, the ASC assisted in facilitating academic skills seminars in the first Take Charge event. Take Charge is a targeted program working with students on Deferred or Academic Probation with GPA's below 2.0.
- Tutoring Services continues to offer academic assistance to a large number of students:
  - Fall 2017: Total unique visitors: 1363, total unique visits: 7981, subject areas: 38
  - Spring 2018: Total unique visitors: 936, total unique visits: 5847, subject areas: 32 (partial semester - as of 4/15/2018)
- Tutor Training - The ASC currently is certified through the College Reading and Learning Association (CRLA) for tutor training certification through Level 3, Master Tutor. Since fall 2017, 94 tutors completed CRLA Level I certification (required of all tutors), 34 tutors are currently completing the CRLA Level II certification during the spring semester, and 1 tutor is currently working on completing CRLA Level III in the summer 2018 semester.
- Study Skills Mentor Program - The Study Skills Mentor Program was recently certified through The College Reading and Learning Association (CRLA) through Level I Mentor, this is in addition to our current certifications for tutor training. Since fall 2017 we have had 29 Study Skills Mentor appointments. In this program, experienced tutors receive additional mentor training to prepare for work one-on-one with students.
- Case Management - The Academic Success Center currently acts as one of the offices on the CARE team, the case management system at USF. As a part of this team, the ASC has currently responded or reassigned 63 tasks within the Archivum system since the fall 2017 semester.
- Faculty Corner – The debut of the Faculty Corner last year, a small area in the SMART Lab reserved by faculty and TA's for small group reviews has seen growth in use.
- SMART Lab - Over 5,800 students enrolled in introductory courses were supported in the SMART Lab. Pass-rates that exceed national averages and student feedback remained strong, bolstering the success achieved by pairing innovative technology with our talented student staff members.
- SMART Lab New Partnership - In partnership with the College of Arts and Science administration and faculty, planning is underway for a SMART Lab/Biology pilot of BSC2010 which will use technology in the SMART Lab with the support of Learning Assistants, who will promote learning through an active flipped-classroom model.
- Writing Studio Partnership - Since 2015, The Writing Studio has been partnering with the Athletics Department to further the success of student athletes. During Summer B 2018, Writing Studio consultants will be teaching two sections of REA 1205-Advanced Reading and two sections of ENG 1130-Improve College-Level Writing to first-year student athletes.

- ASC Student Staff Development – Introduced as a pilot program in the Spring semester, student employees are engaging in a series of guided reflection exercises centered on learning and professional development.
- ASC Digital Alignment – The ASC recently completed a redesign and conversion of its web pages onto the Undergraduate Studies website.
- ASC usage – Student usage of ASC services remains stable as compared to previous years (approaching 120,000 visits). Because most areas are unable to accommodate additional students due to space limits, many times this year we have had waiting lists for tutoring services.

## Academy of Teaching and Learning

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[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 2017-2018, ATLE continued the majority of its roster of programming events and initiatives. However, a few events were put on temporary hiatus (Celebration of Teaching, Tech Camp, Canvas Camp) for only achieving moderate attendance in the year prior, and so that ATLE could focus on other university initiatives. Campus-level initiatives with heavy ATLE involvement included Gen Ed Enhancement, First Year Composition redesign, and the STEM Collaborative. ATLE moved to a new home in LIB 657 in December 2017.

### Faculty and TA Involvement and Major Events

- 382 graduate students completed the TA Training
- 186 faculty and TAs 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)
- 88 faculty attended Summer Teaching Symposium
- 64 faculty attended New Faculty Orientation
- 58 graduate students completed the Preparing for College Teaching Course (IDS5922)
- 18 adjuncts attended the Adjunct Retreat in August

### Just-in-Time Assistance

- 70,584 Website views in year
- 25,867 Website unique visitors in year
- 1,164 ATLE listserv subscribers
- 129 Twitter followers
- 116 Facebook followers

### Campus Integration, Partnership, and External Visibility

- 16 Councils and Committees on USF Campus
- 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 Second Annual 2018 Sunshine State T&L Conference (164 attendees)

## Other Services

### Academic Services in Athletics

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Academic Services within The Fishman Family Student-Athlete Enrichment Center (FFSAEC) promotes integrity, collaboration, and innovation while providing comprehensive services to enhance the holistic development of USF student-athletes as they progress towards their degree, compete for championships and prepare for life after sport.

Academic Services in Athletics has long enjoyed a dual reporting structure with Athletics and The Office of Undergraduate Studies. On July 1, 2017, the unit shifted to a direct report under the Office of Undergraduate Studies while maintaining its presence within Athletics and in providing elite-level academic support and student-athlete development services to USF's student-athletes.

Academic Services received an updated 'home' this past August with the completed renovation and naming of the Fishman Family Student-Athlete Enrichment Center (FFSAEC). The FFSAEC, located on the second floor of the Lee Roy Selmon Athletics Center, serves as the hub for all student-athlete support services and houses the Academic Services, Student-Athlete Enhancement, Athletics Compliance and Behavioral Health units. The nearly one million dollar project provided a significant upgrade to the center, creating additional tutorial rooms, collaborative open learning spaces, computer lab, staff offices, new signage and graphics



and new technology in the form of desktop computers, laptops/laptop charging cart, digital signage screens and Sharp Aquos annotation boards.

Academic Services in the Department of Athletics, continued to build on its comprehensive academic support services offered in 2017-2018. Academic Services, with support from the rest of the FFSAEC, hosted the second year of IGNITE, the Athletics Summer Bridge program, a comprehensive six-week program serving as the catalyst for the transition of freshmen student-athletes into USF. The unit also expanded its Intern Development Program, adding three additional academic interns (Assistant Academic Coordinators and Assistant Learning Specialists) to a staff who provide critical academic support services to our nearly 470 student-athletes while preparing the interns for a career in the field through a robust professional development curriculum. Academic Services also continued to expand and hone its comprehensive Tutorial Program as well as its Student Learning Services Program (SLS) which provides individualized academic support resources and coordinated psycho-educational screening/testing efforts to students who have specific skill or learning deficiencies. Academic Services also rolled out its newly created Athletic Department Honor Roll, recognizing those student-athletes achieving a 3.00 term GPA in addition to meeting other set criteria.

Following fall 2017, USF Athletics and its student-athletes have now collectively achieved six consecutive semesters of above a 3.00 department term GPA, maintaining a cumulative Athletic Department GPA of just under 3.10. USF student-athletes have also continued to improve on their already strong NCAA metrics measuring student success. USF student-athletes earned an 82% NCAA Graduation Success Rate (GSR) for the 2010-2011 cohort, a fourth consecutive year with a GSR of 80% or greater. During the same period, all USF Athletics programs earned above a 952 multi-year NCAA Academic Progress Rate (APR), with one program slated to earn national recognition from the NCAA (Women's Golf) with a perfect score of 1000. In its second year, a report on the 'Academic Profile, Performance and Success of USF Student-Athletes,' commissioned by the Provost, showed that USF student-athletes continue to perform at a 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.

## Joint Military Leadership Center

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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:

- The ROTC Living Learning Community (LLC) welcomed 30 new and 6 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 with the Pre-Nursing and Green LLCs, Ice Cream Socials with ROTC cadre and several other events throughout the year.
- Conducted two separate visits to U.S. Special Operations Command (USSOCOM) headquarters and U.S. Central Command (USCENTCOM) headquarters at MacDill AFB for approximately 35 ROTC students. The visits provide the students an overview of a major Unified Combatant Command, its mission and responsibilities.

- Four ROTC students, recipients of the CPT James Holbrook Memorial Scholarship, attended a leadership conference at the U.S. Naval Academy or the U.S Air Force Academy.
- The JMLC sponsored one ROTC Army cadet to represent USF as a delegate to the annual Naval Academy Foreign Affairs Conference (NAFAC) at the U.S. Naval Academy in Annapolis, MD.
- 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, a Joint Picnic, and ROTC participation in the Homecoming Parade and USF Athletics' "Salute to Service" events for various varsity sports including football .
- The first ever Joint Commissioning Ceremony at USF was held during the Fall 2017 Commencement Weekend. A total of 9 ROTC students were commissioned as 2<sup>nd</sup> Lieutenants or Ensigns into the Army, Marine Corps, Navy and Air Force.
- During Summer 2017, the JMLC collaborated with UCM in posting a summer training blog on USF social media platforms. An Army Cadet studying Russian in Estonia as part of Project Global Officer (GO) made weekly blog entries to share her unique experience while promoting USF and ROTC.
- In cooperation with the University Police and other local law enforcement agencies, an Active Shooter Training Exercise was conducted within the CWY building. The exercise was conducted with the participation of the JMLC and the ROTC programs and built upon the lessons learned from two previous exercises. This provided invaluable training for both the University Police and ROTC students and staff in how to respond to an active shooter on campus.
- Two new scholarships to be awarded annually for ROTC students were inaugurated this year – the 495<sup>th</sup> Legends Endowed Scholarship and the JMLC Selfless Service Award Scholarship.
- The JMLC supported 54 events in CWY for various university colleges and departments. Also, two non-ROTC classes are held each Fall/Spring semester in the ROTC dedicated classrooms.

## Air Force ROTC

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The University of South Florida's [Air Force ROTC \(AFROTC\)](#) 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 2017-2018 Academic Year reached as high as 179 cadets in the 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 2017-2018 graduating and commissioning class consisted of 25 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% 5-year graduation rate for full-time, first-time-in-college students, and all except some engineering students graduate in 4 years.

USF Detachment 158 supported 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. The detachment also continued as 1 of 10 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 2017 term and is scheduled to host another in Fall 2018. Detachment 158 will also send an ROTC cadet to the Academy for Fall 2018 term for a reciprocal exchange. Other broadening activities included a contingent of over 50 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 all USF ROTC programs, University Police, and local law enforcement; and, 45 cadets visiting MacDill AFB in Tampa and Hurlburt Field in northwestern Florida, where they learned about various Air Force organizations and activities.

Detachment 158 cadets continue to play an active role in extracurricular training and social events, as well as in the local community. Cadets volunteered to help the Air Commando Association load supplies for the Bless the Children International program, benefiting orphanages in Honduras. The detachment also hosted officers from Air Forces bases throughout Florida for two Career Day events, providing insight into the career options and service expectations in their future. It expanded its Battlefield Airman Challenge to a Joint Special Operations Prep course, bringing Navy ROTC cadets into its program of intense physical and mental challenge in preparation for special duty assignments after graduation. The Flying Bulls also joined with their Army and Navy counterparts to march-on the field for the annual Salute to Service football game at Raymond James Stadium. Detachment 158 was also barely edged out of first place at the annual "Lime Cup" tournament; a day long multi-sport competition for seven Air Force ROTC detachments in Florida and Georgia, and is already working plans to host the competition in Spring 2019. The Color Guard maintains support at USF and community activities such as the Veterans Day Celebrations, USF Salute to Service basketball and football games, Tampa Bay Rays game and Homecoming Parade.

Detachment 158 keeps friends and family up to date via their [Facebook page](#) and current information for applicants on their [USF website](#).

## Army ROTC

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The University of South Florida's [Army ROTC](#) (AROTC) 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 programs within 6th Brigade.

The USF Army ROTC program has a strong cadre of faculty and staff charged to instruct and develop the future generations of officer leadership. Comprising five officers, seven non-commissioned officers, and four government civilians, the cadre are no-cost to USF or any of the program's partnership or affiliated schools. During the past year, one cadre member was recognized as the "Sixth Brigade (Southeast Region Instructor of the Year".

The USF Army Cadet population has increased by 8% to 190. Our contract mission for the Class of 2019 and beyond has increased to 54 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 12% increase of contracted and scholarship Cadets. Currently 132 Cadets are "contracted" and receive monthly stipends that total \$496,000 over an eight-month period. The battalion has 124 Cadets with an ROTC scholarship that totals over \$900,000 in benefits.

The program will commission 35 Second Lieutenants into the U.S. Army during 2016-2017 academic year, exceeding its mission of 32 Second Lieutenants. Three of these officers will graduate with honors as Distinguished Military Graduates, placing them in the top 20 percent of Cadets in the nation.

USF Army ROTC Cadets participated in numerous extracurricular training and social events to include: the Fall 2017 Ranger Challenge Competition where we placed 3rd of 22 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 was highly involved in foreign affairs. The Suncoast Battalion sent three Cadets to work with foreign civilian and military personnel on tasks ranging from military training to English classes to humanitarian work in countries such as Vietnam and Tanzania – all through Cadet Command's Culture & Language Awareness Program (CULP). This summer, we are funded to send three Cadets for this Cultural Enrichment to Brazil, Thailand, and Estonia.

Also during the summer months, selected USF Army ROTC Cadets attended and graduated from highly coveted US Army schools. Four Cadets will have an opportunity to attend Air Assault School and Airborne School. Nine Cadets were selected for Cadet Troop Leader Training (CTLT), which provided Cadets the opportunity to experience leadership in Army Active Duty units over a three to four week period. CTLT learning opportunities this summer include overseas assignments in Korea and multiple positions in the continental United States to include Fort Bragg, NC, Fort Bliss, TX, and Fort Sill, OK.

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 three conditional Army ROTC scholarships to encourage them to join Army ROTC at the University of South Florida

## Navy ROTC

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The 2017-2018 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 of graduating and earning a commission in the U.S. Navy or Marine Corps.

The new student orientation, held during the week prior to Fall Semester, helped the NROTC Battalion welcome 25 new Midshipmen and Officer Candidates. As a whole, the unit averaged 61 students this year, most of whom are on scholarships that provide direct financial compensation of nearly \$326,000 from the Department of the Navy to the university. During the academic year, USF NROTC commissioned 6 new Navy Ensigns and 12 new Marine Corps 2nd Lieutenants.

USF NROTC and its Color Guard continue to support numerous USF activities including USF Football and other athletics, academic conferences, and a wide variety of community and veterans' events. Other NROTC community service activities included volunteering for Meals on Wheels, Feeding Tampa Bay, and the Special Olympics.

The "Buccaneer Battalion" is extremely active in supporting competitive drill meets for regional high school NJROTC programs. In addition to supporting programs hosted by local high schools, USF NROTC hosted the annual "Battle of the Bulls" competition. This year's event featured 13 separate NJROTC drill programs with over 800 student competitors. The Battalion is also active in both civilian and military competitive events, providing volunteer services and fielding competitive teams for several nationally recognized athletic challenges including the Spartan Race series and the Bulldog Challenge.





# Appendix 1:

## Awards

2018 Presidential Award from Florida TRIO

- Carrie Blaustein, Engagement through Technology and Website support
- Lawanna Hair, Central Member at Large

USF Outstanding Staff Award (April 2018)

- Michelle Bombaugh
- Michelle Robinson

USF Safe Zone Facilitator of the Year (April 2018), Shane Combs

USF Student Success Awards (April 2018)

- Student Success Collaboration, Office of Academic Advocacy, Leslie Tod, Michelle Bombaugh, Kim Williams, Ashley Dees, Zulmaly Ramirez, Michael Callender, Ginny Shepherd, Anna Vest, Sarah Wray, Anthea Henderson, Andrew Mason, Shane Combs, and Pedro Henry
- Student Success Champion, Michelle Robinson
- Student Success Development & Engagement Award, Student Support Services Program, Reba Garth, LaTosha Thomas, Roshanda Pinson, Brian Williams, Eirleene Bristow, Stephy Oge and Cortney Alleyne

USF World's Award for Outstanding Global Engagement (November 2017), Honorable Mention, Global Citizen's Project

## Presentations

Torres Ayala, "Casting a Wide Net: Promoting Diversity in Tutor Recruitment." 5<sup>th</sup> Annual Florida College Learning Center Association Conference, Miami, FL (April 2018)

Bombaugh, Michelle and Tod, Leslie, "Leveraging Predictive Analytics and Case Management for Student Success." NACADA International Conference

Bowdon, M. & Yee, K. (2018, February). Expanding spaces for next generation learning: Immersive and experiential education. Paper presented at the Next Generation Learning Spaces Conference, Los Angeles, CA.

Cabrera, Raymond, (March 2018) Newcomers Workshop: Training for New TRIO Employees at Newly funded Upward Bound Programs Across the Southeast, Charlotte, NC (March 2018)

Cabrera, Raymond, "SAEOPP Best Practices." Orlando, FL (October 2017)

Fitzgerald, J. & Cohen, D. (2017, November). *Creating a Culture of Family Engagement*. Association of Higher Education Parent/Family Program Professionals (AHEPPP) Annual Conference, Dallas, TX

Fitzgerald, J. (2017, November). *Leveraging Parent and Family Program Units in Student Retention*. Association of Higher Education Parent/Family Program Professionals (AHEPPP) Annual Conference, Dallas, TX

Forde-Mazrui, Will, "Privileging Female Friendship and Homosocial Bonds: Rivalry and the Triangulation of Female Desire in Frances Burney's *Cecilia*." American Society of Eighteenth-Century Studies, Orlando, FL (March 2018)

Garth, Reba, Thomas, Roshanda, Pinson, and Brian Williams, "Beautiful Minds: Stories of Student Success." Herreid, C. Mehra, S., and Twachtman, C., "Sharing Early Career Outcomes: What's the Best Way?" Association for Institutional Research Forum, Orlando, FL (May 31, 2018).

Hair, Lawanna, "Keeping Students Engaged." Florida TRIO Central Region Training, Tampa, FL (January 2018)

Hauser, M., Riegler, K, Twachtman, C. and Yee, K. "Positive Restlessness: Capturing Innovation in the New Student Experience." National Student Success Conference, Tampa, FL (February 22, 2018).

Howard, Fai, "Collaborative Research/Publication: Alone we can do so little; together we can do so much." American Association of Blacks in Higher Education Annual Conference, New Orleans, LA (March 2018)

Howard, Fai, "Transfer Matters: The FUSE Program at the University of South Florida." New York City, NY (June 2018)

Howard, Fai, "Your Blues Ain't Like Mine: A Candid Conversation about Race & Ethnicity at PWI's." NACADA Global Community for Academic Advising Annual Conference, Phoenix, AZ (October 2017)

Irwin, Melissa, "Leading from the Bottom Up: Influencing Campus Leadership to Inspire Change." American Association for Blacks in Higher Education, New Orleans, LA (March 2018)

Irwin, Melissa, "Using Data-Informed Practice to Improve College Success." Florida College Access Network, Orlando, FL (May 2018)

Kosmoski, Katie, "Achieve-A-Bull: Cross-campus Collaboration and Targeted Programming for First Year Students." 5<sup>th</sup> Annual Florida College Learning Center Association Conference, Miami, FL (April 2018)

Quintero, Monica, "Strategies for Developing Career Readiness in Student Employees." 5<sup>th</sup> Annual Florida College Learning Center Association Conference, Miami, FL (April 2018)

Lister, J., Yee, K., McCollum, B., Fulton, K., Lauther, J. & Mitchell, S. (2018, May). Defining and measuring global competence: Lessons learning midway through USF's global citizens project. Paper presented at the International Perspectives on University Teaching & Learning Conference, Orlando, FL.

Mitchell, Sommer and Fulton, Kara, "Supporting Faculty, Staff, and Students through Global Engagement Programming."

Nelson Lazabal Ruiz (SSS student), Students Only Networking Session, Black Brown & College Bound Summit,

Tampa, FL (March 2018)

Riegler, K. (March 2018). *Leveraging Predictive Analytics to Drive Peer Coaching Efforts*. National Association of Student Personnel Administrators (NASPA) Annual Conference, Philadelphia, PA: invited presentation

Riegler, K. & Hauser, M. (November 2017). *Inspiring Student Success: Making the Most of Peer Connections in a Case Management Model*. Association for Orientation, Transition, and Retention in Higher Education (NODA) Annual Conference, Louisville, KY

Robinson, M. "Year One: Guide to Onboarding and Retaining New Professionals." NASPA Region III Summer Symposium. [Conference]. Orlando, FL (June 2017)

Robinson, M. and Jolly, A. "Advising the Next Generation – Gen Z." Kappa Delta National Convention [Conference]. Phoenix, AZ (June 2017)

Twachtman, C. and Yee, K. "Rebuilding the First-Year Seminar With New Learning Science Principles." 37th Annual Conference on the First Year Experience, San Antonio, TX (February 13, 2018).

Waldron, J: "It's All About Positioning: Strengthening Your Brand" NASPA FL Drive-In [Conference]. Gainesville, FL (November 2017).

Yee, K. (2017, November). Teaching for engagement: Practical tips at the classroom level. Presented online to K-12 educators in Mindanao, Philippines, via U.S. Embassy / U.S. Department of State.

Yee, K. (2018, January). Teaching technologies that meld with the science of learning. Presented to the National Institute on the Teaching of Philosophy, St. Petersburg, FL.

Yee, K., Riegler, K., Hauser, M., & Twachtman, C. (2018, February). Positive restlessness: Capturing innovation in the new student experience. Paper presented at the National Student Success Conference, Tampa, FL.

Yee, K. & Twachtman, C. (2018, February). Rebuilding the first year seminar with new learning science principles. Paper presented at the 37th Annual Conference on The First-Year Experience, San Antonio, TX.

Yee, K. (2018, March). Facilitating workshops, seminars, and retreats. Presented to the Auburn Learning Improvement Summit, Auburn, AL.

Yee, K. (2018, April). Giving great workshops and memorable presentations. Presented to Florida SouthWestern State College, Fort Myers, FL.

Fitzgerald, J. & Cohen, D. (November 2017). *Creating a Culture of Family Engagement*. Association of Higher Education Parent/Family Program Professionals (AHEPPP) Annual Conference, Dallas, TX

Fitzgerald, J. (November 2017). *Leveraging Parent and Family Program Units in Student Retention*. Association of Higher Education Parent/Family Program Professionals (AHEPPP) Annual Conference, Dallas, TX



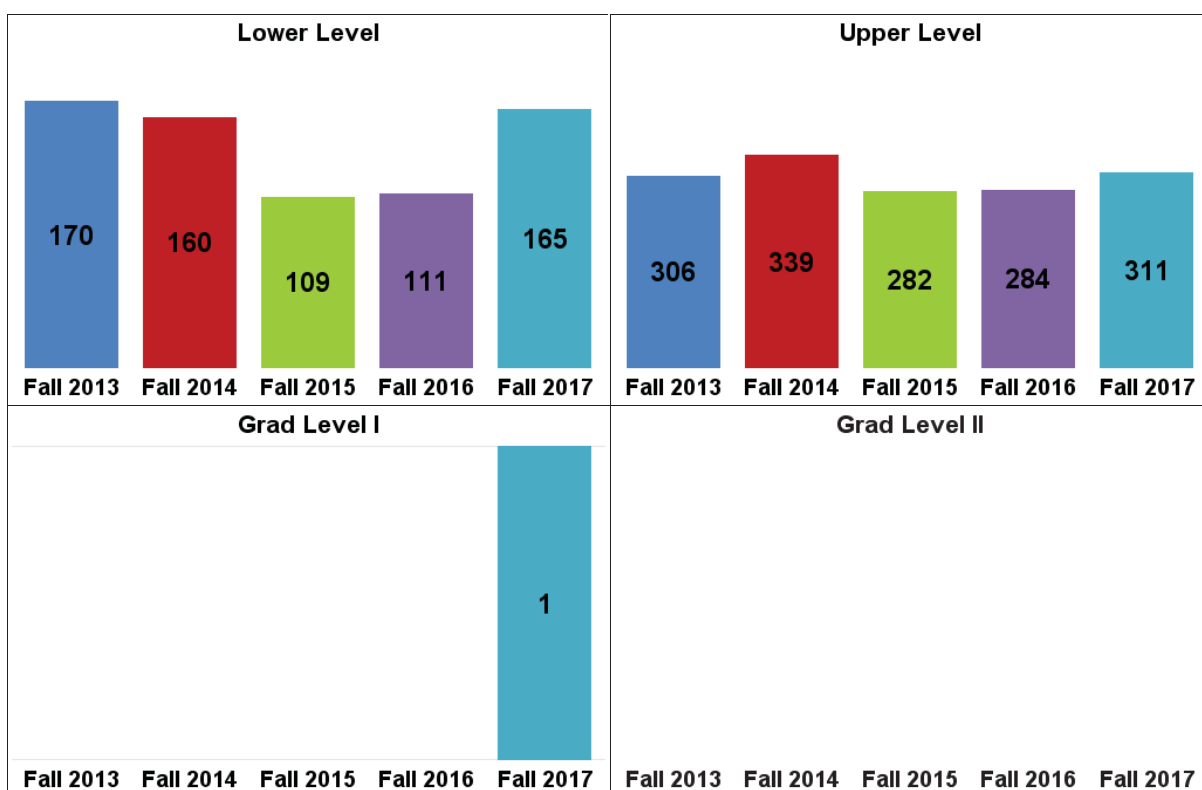
# Appendix 2:

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1.1.b. Headcount by Residency		Office of Decision Support
1.1.c. Headcount International		Office of Decision Support
1.1.d. Enrollment (SCH/FTE) by Level		Office of Decision Support
1.1.e. Online Education by Level (SCH/FTE)		Office of Decision Support
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1.1.g. Undergraduate Experiential & Service Learning		Office of Community Engagement and Partnerships
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1.5.b. New Academic Programs Proposed		Office of Institutional Effectiveness and Assessment
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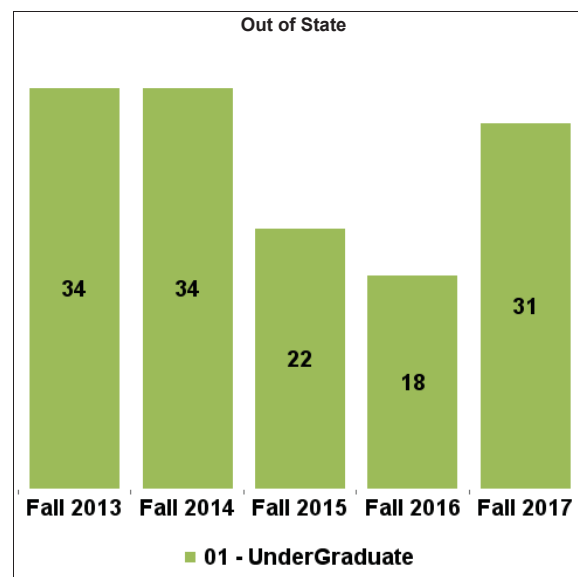
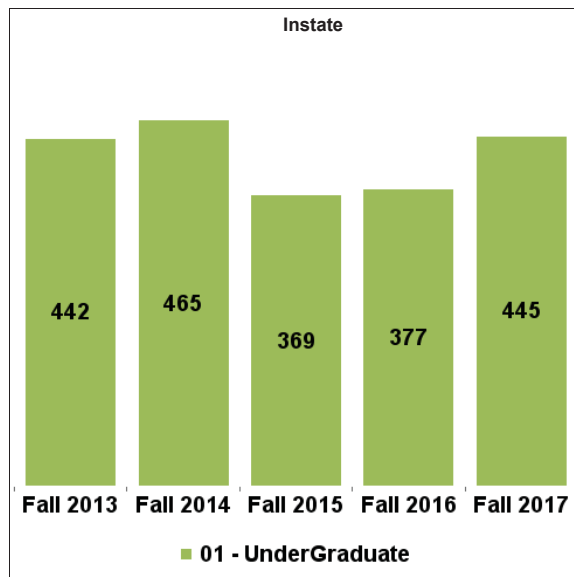
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## Section 1.1 Access

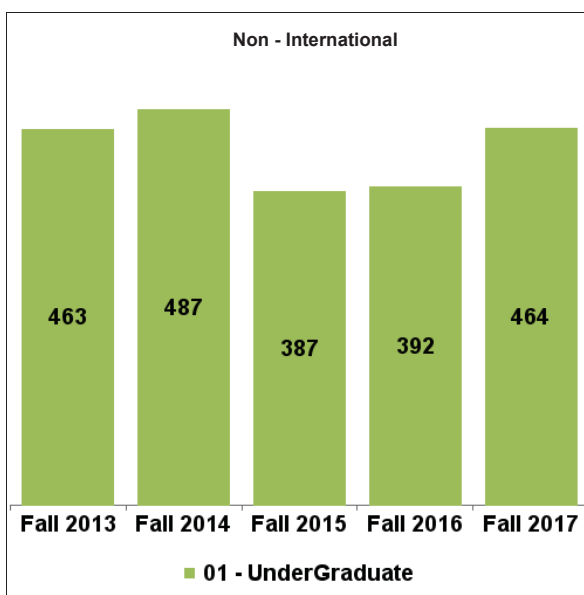
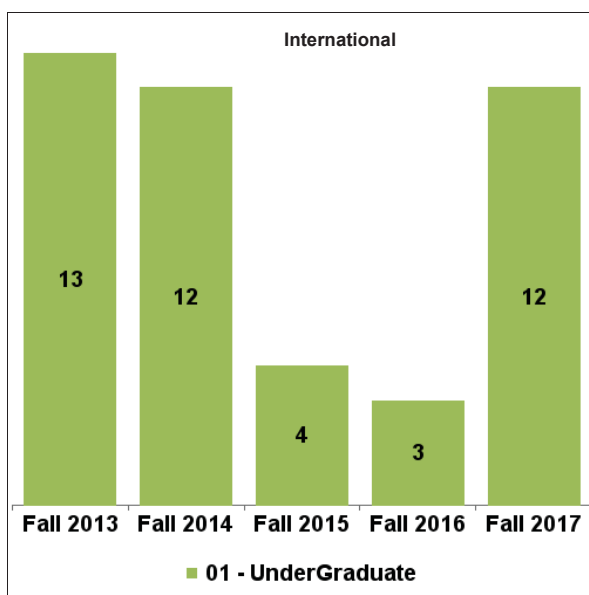
1.1.a Headcount By Level							
Student Level		Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	%1-Year Change (Fall 2016) - (Fall 2017)
Undergraduate	Lower Level	170	160	109	111	165	49%
	Upper Level	306	339	282	284	311	10%
Graduate	Grad Level I					1	
	Total Undergraduate	476	499	391	395	476	21%
	% Undergraduate	100%	100%	100%	100%	100%	-
	Total Graduate					1	
	% Graduate					0%	-
Overall		476	499	391	395	477	20.8%



1.1.b Headcount by Residency							
Residency Status		Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	% 1-Year Change (Fall 2016 - Fall 2017)
Undergraduate	Instate	442	465	369	377	445	18%
	Out of State	34	34	22	18	31	72%
Total	Instate	442	465	369	377	445	18%
	% Instate	93%	93%	94%	95%	93%	-
	Out of State	34	34	22	18	31	72%
	% Out of State	7%	7%	6%	5%	7%	-
Overall		476	499	391	395	476	20.5%



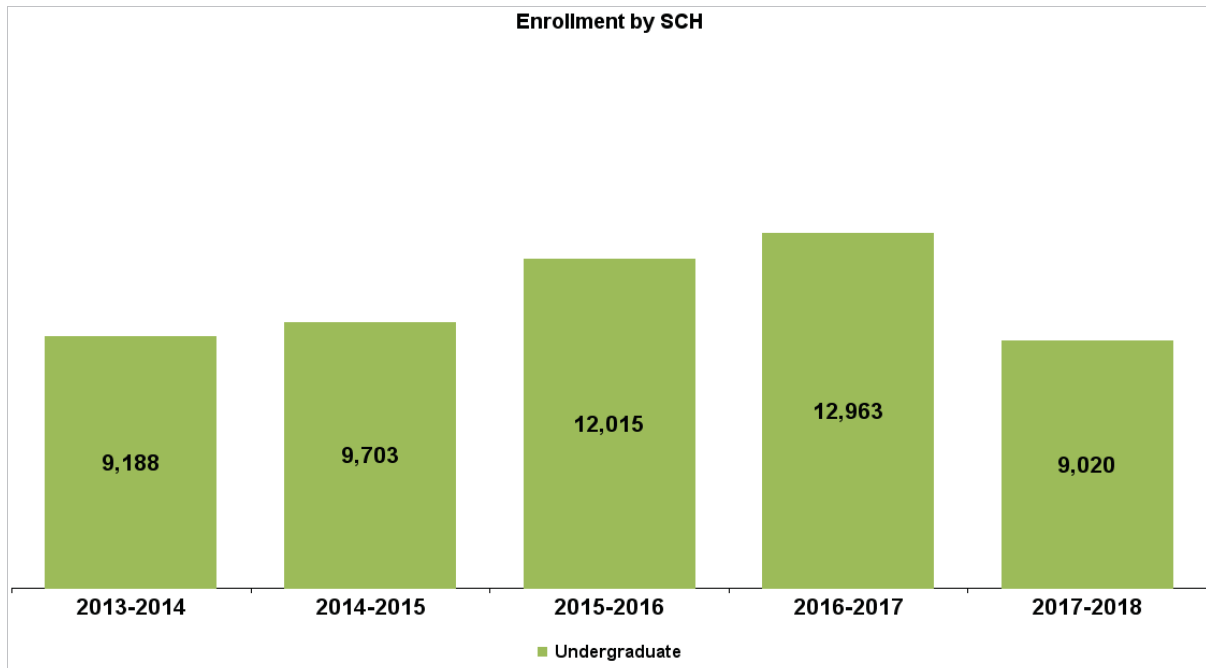
1.1.c Headcount International							
International Status		Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	% 1-Year Change (Fall 2016 - Fall 2017)
Undergraduate	International	13	12	4	3	12	300%
	Non International	463	487	387	392	464	18%
Total	International	13	12	4	3	12	300%
	% International	3%	2%	1%	1%	3%	-
	Non-International	463	487	387	392	464	18%
	% Non-International	97%	98%	99%	99%	97%	-
Overall		476	499	391	395	476	20.5%



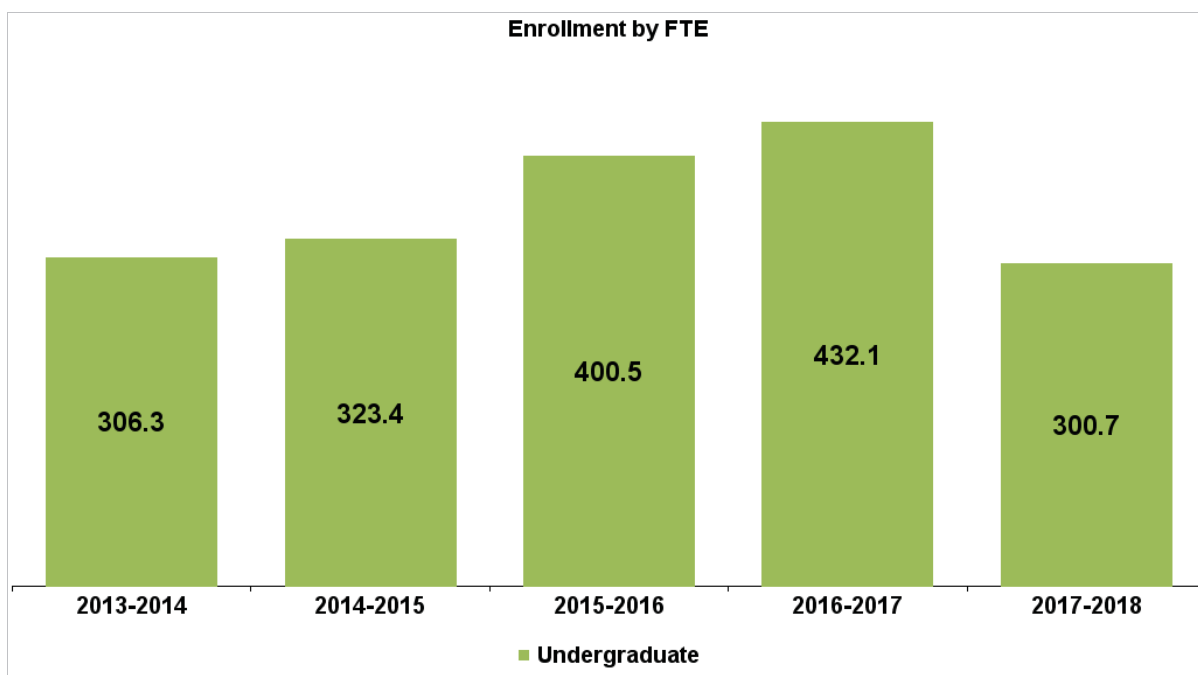


### 1.1.d Enrollment (SCH/FTE) by Level

Enrollment by Level by Academic Year (SCH)							
Student Level		2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	% 1-Year Change (2016-2017 - 2017-2018)
Undergraduate	Lower Level	5,817	7,119	8,444	8,654	5,075	-41.4%
	Upper Level	3,371	2,584	3,571	4,309	3,945	-8.4%
Total	Undergraduate	9,188	9,703	12,015	12,963	9,020	-30.4%
	% Undergraduate	100%	100%	100%	100%	100%	-
	Graduate	0	0	0	0	0	0.0%
	% Graduate	0%	0%	0%	0%	0%	-
Overall		9,188	9,703	12,015	12,963	9,020	-30.4%

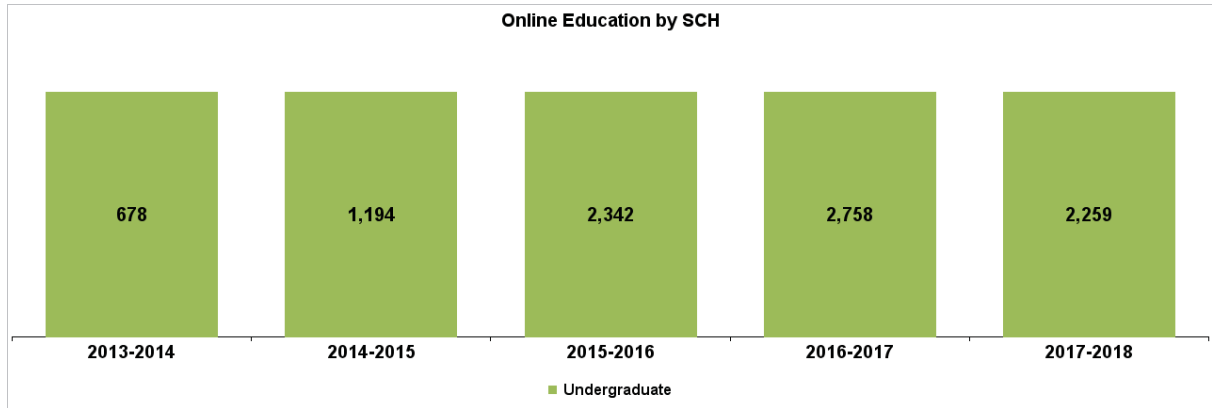


Enrollment By Level By Academic Year (FTE)							
Student Level		2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	% 1-Year Change (2016-2017 - 2017-2018)
Undergraduate	Lower Level	193.9	237.3	281.5	288.5	169.2	-41.4%
	Upper Level	112.4	86.1	119	143.6	131.5	-8.4%
Total	Undergraduate	306.3	323.4	400.5	432.1	300.7	-30.4%
	% Undergraduate	100.0%	100.0%	100.0%	100.0%	100.0%	-
	Graduate	0	0	0	0	0	0.0%
	% Graduate	0.0%	0.0%	0.0%	0.0%	0.0%	-
Overall		306.3	323.4	400.5	432.1	300.7	-30.4%

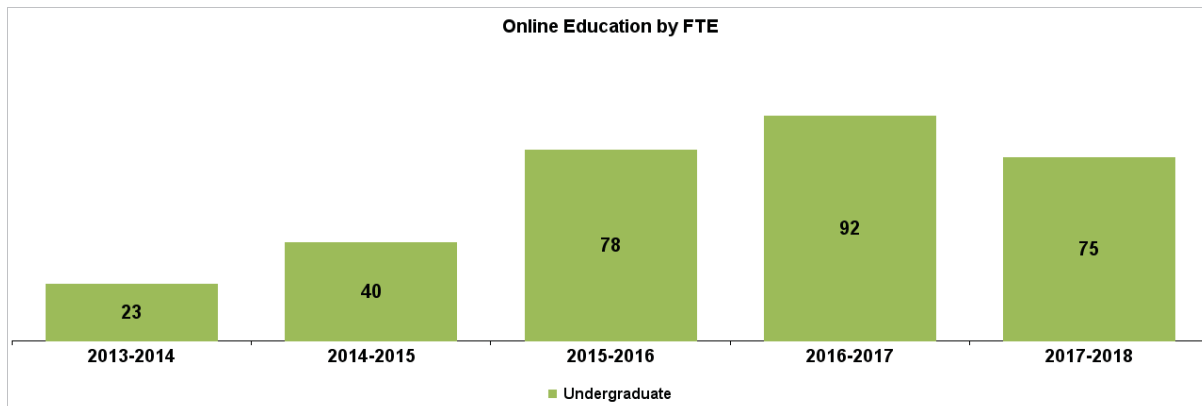


# 1.1.e Online Education by Level (SCH/FTE)

Online Education by Level (SCH)												
Student Level		2013-2014	% Total SCH	2014-2015	% Total SCH	2015-2016	% Total SCH	2016-2017	% Total SCH	2017-2018	% Total SCH	% 1-Year Change (2016-2017 - 2017-2018)
Undergraduate	Lower Level	0	0%	282	4%	386	5%	477	6%	267	5%	-44.0%
	Upper Level	678	20%	912	35%	1,956	55%	2,281	53%	1,992	51%	-12.7%
Total	Undergraduate	678	7%	1,194	12%	2,342	20%	2,758	21%	2,259	25%	-18.1%
	% Undergraduate	100%	-	100%	-	100%	-	100%	-	100%	-	-
	Graduate	0		0		0		0		0		0.0%
	% Graduate	0%	-	0%	-	0%	-	0%	-	0%	-	-
Overall		678	7%	1,194	12%	2,342	19%	2,758	21%	2,259	25%	-18.1%



Online Education by Level (FTE)												
Student Level		2013-2014	% Total FTE	2014-2015	% Total FTE	2015-2016	% Total FTE	2016-2017	% Total FTE	2017-2018	% Total FTE	% 1-Year Change (2016-2017 - 2017-2018)
Undergraduate	Lower Level	0	0%	9	4%	13	5%	16	6%	9	5%	-44.0%
	Upper Level	23	20%	30	35%	65	55%	76	53%	66	51%	-12.7%
Total	Undergraduate	23	7%	40	12%	78	20%	92	21%	75	25%	-18.1%
	% Undergraduate	100%	-	100%	-	100%	-	100%	-	100%	-	-
	Graduate	0	0%	0	0%	0	0%	0	0%	0	0%	0.0%
	% Graduate	0%	-	0%	-	0%	-	0%	-	0%	-	-
Overall		23	7%	40	12%	78	19%	92	21%	75	25%	-18.1%



### 1.1.f Number of Fully Online Degree Programs by Level

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Number of Fully Online Degree Programs by Level		
Undergraduate	Graduate	Total
10	0	10

Source: USF Innovative Ed / ODS

Fully Online Degree Programs by Level	
Name of the Program	Level
Bachelor of General Studies, Criminal Justice	Undergraduate
Bachelor of General Studies, Information Studies: Information Architecture	Undergraduate
Bachelor of General Studies, Information Technology	Undergraduate
Bachelor of General Studies, Public Administration	Undergraduate
Bachelor of General Studies, Public Health	Undergraduate
Bachelor of Science in Applied Sciences, Criminal Justice	Undergraduate
Bachelor of Science in Applied Sciences, Information Studies: Information Architecture	Undergraduate
Bachelor of Science in Applied Sciences, Information Technology	Undergraduate
Bachelor of Science in Applied Sciences, Public Administration	Undergraduate
Bachelor of Science in Applied Sciences, Public Health	Undergraduate

Source: USF Innovative Ed / ODS

Fully Online Certificate Programs by Level	
Name of the Program	Level
	-

Source: USF Innovative Ed / ODS



## 1.1.h Undergraduate Research

### Undergraduate Research for 2016-2017 (Headcount)

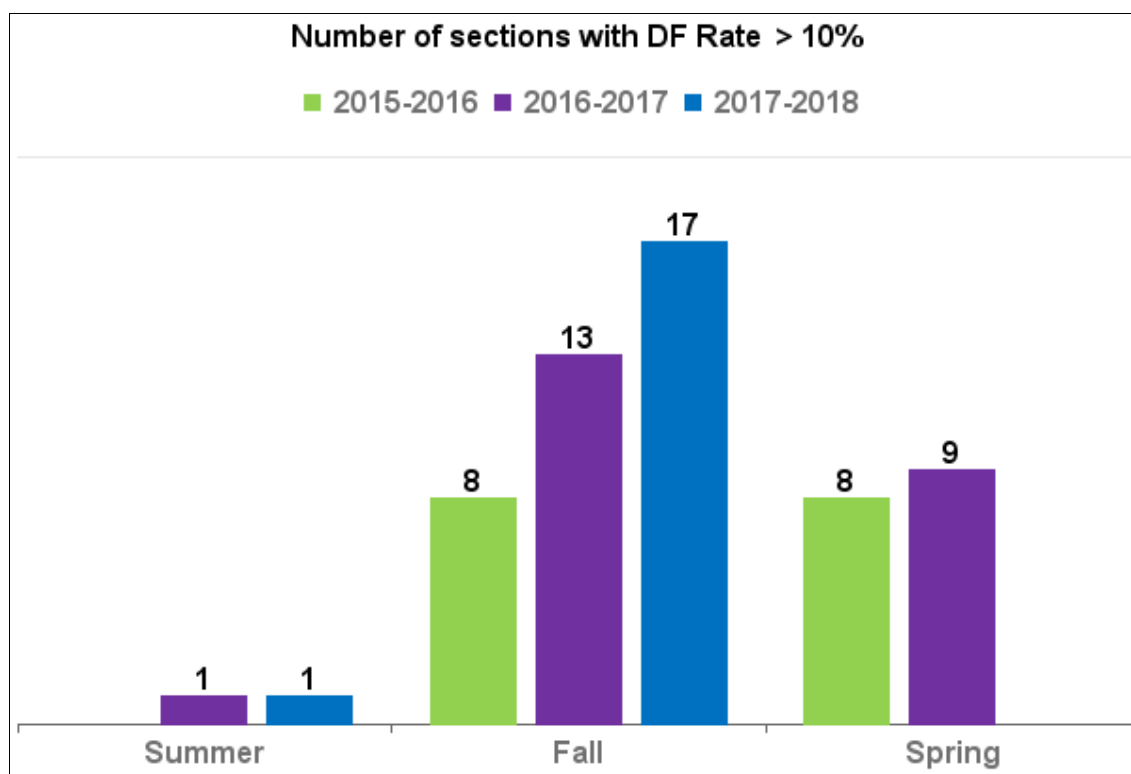
Metric	College	Total
Count	1	3,834
By Percent	0.03%	100.00%

Metric	College	Total	Metric	College	Total
ADV - 3500 - Advertising Research	-	53	MAR - 3613 - Marketing Research	-	339
ANT - 4495 - Methods In Cultural Research	-	26	MCB - 4905 - Microbio Undergrad Research	-	9
ANT - 4905 - Individual Research	-	7	MHS - 4731 - Writing Research Pub Bcs	-	14
BSC - 3453 - Research Methods In Biology	-	0	MHS - 4741 - Applied Research Methods	-	18
BSC - 4910 - Undergraduate Research	-	62	MHS - 4912 - Behavioral Health Research	-	8
BSC - 4933 - St: Microbiological Research	-	2	MMC - 4420 - Research Meth In Mass Comm	-	36
CCJ - 3701 - Research Mthds Crim Justice I	1	149	MMC - 4420 - Research Methods In Mass Comm	-	33
CCJ - 4910 - Directed Research	-	9	MMC - 4910 - Ind Research In Mass Comm	-	1
CHM - 4970 - Undergraduate Research	-	36	MMC - 4910 - Indv Research In Mass Comm	-	4
CIS - 4915 - Spvsd Research In Computer Sci	-	2	PCB - 3346 - Field Research Exp. Abroad	-	0
CIS - 4915 - Supervised Research In Cs	-	3	PHC - 4755 - Evaluation And Research In Ph	-	71
DAN - 4162 - Research In Dance	-	1	PHC - 4755 - Found Of Evaluation & Research	-	26
ECH - 4931 - Research Design Meth & Interp.	-	68	PHC - 4942 - Foundation Eval & Research	-	23
ECO - 4914 - Independent Research	-	0	PHC - 4942 - Foundations Eval. & Research	-	50
EDE - 4802 - The Teacher As Researcher	-	109	PHY - 4910 - Undergraduate Research	-	30
EDF - 4490 - Studies In Research Design	-	10	POS - 4910 - Individual Research	-	24
EEL - 4905 - Undergraduate Research	-	1	PSY - 3213 - Research Methods In Psych	-	830
ENG - 4906 - Individual Research	-	9	PUR - 3500 - Public Relations Research	-	90
ESI - 4313 - Prob Operations Research	-	84	REL - 4910 - Undergraduate Research	-	7
GEO - 3164 - Research Methods In Geography	-	12	REL - 4911 - Undergraduate Research	-	1
GEO - 4910 - Individual Research	-	2	SOW - 3401 - Research/Stats For Social Work	-	54
GEY - 4401 - Research Methods In Aging	-	18	SPA - 4901 - Research Methods In Csd	-	47
GEY - 4917 - Directed Research In Aging	-	8	SPA - 4910 - Directed Research	-	21
GLY - 4915 - Undergraduate Research	-	10	SYA - 3300 - Research Methods	-	135
GLY - 4930 - Independent Research	-	1	SYA - 4304 - Soc. Research Experience	-	9
HIS - 3930 - Research Methods In History -	-	0	SYA - 4910 - Individual Research	-	8
IDH - 4910 - Supervised Research	-	19	WST - 4002 - Feminist Research Methods	-	25
IDH - 4910 - Undergraduate Research	-	33	ACG - 4970 - Accounting Honors Thesis	-	4
IDH - 4930 - Computing: Research/Discovery	-	14	ANT - 4970 - Honors Thesis	-	5
IDH - 4930 - Interdiscipl. Research In Sci	-	39	ART - 4970 - Senior Thesis	-	37
IDS - 1505 - Intro Research In Bc Sciences	-	20	ECO - 4970 - Economics Honors Thesis	-	1
IDS - 2600 - Research In Community Settings	-	43	ENG - 4970 - Honors Thesis	-	2
IDS - 2912 - Undergrad Research Exp	-	295	FIN - 4970 - Finance Honors Thesis	-	3
IDS - 4914 - Adv Undergrad Research Exp	-	374	IDH - 4970 - Honors Thesis	-	307
INR - 4910 - Directed Research	-	1	ISM - 4970 - Info Systems Honors Thesis	-	2
ISS - 3300 - Social Research Metho	-	1	MAN - 4970 - Management Honors Thesis	-	2
ISS - 3930 - Qualitative Research Methods	-	0	MAR - 4970 - Marketing Honors Thesis	-	8
ISS - 4910 - Directed Research	-	2	MAT - 4970 - Mathematics Senior Thesis	-	2
LIS - 4930 - Digital Research Projects	-	1	PSY - 4970 - Honors Thesis	-	18
MAN - 4931 - Independent Research	-	0	THE - 4595 - Honors Thesis	-	6

Source: Office for Undergraduate Research

## Section 1.2 Progression & Retention

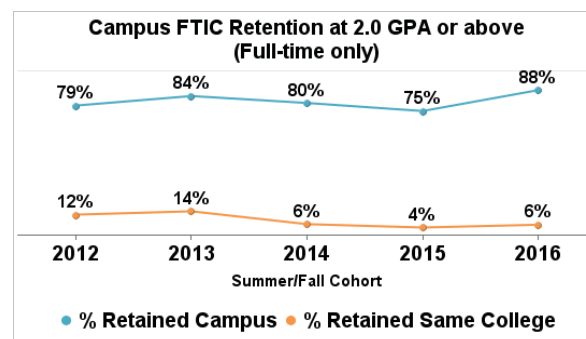
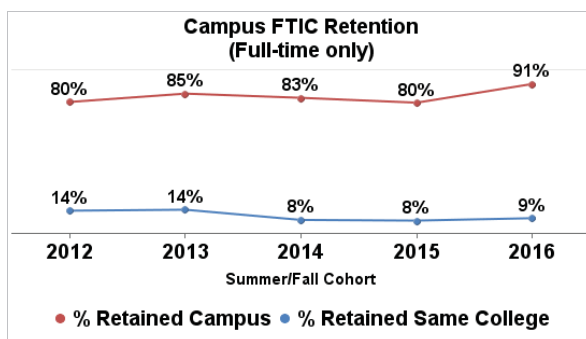
### 1.2.a DFW Grade Distribution



Academic Year	Flag	Sections with DF>10%	Total of Sections
2015-2016	Summer	0	29
2016-2017	Summer	1	33
2017-2018	Summer	1	37
2015-2016	Fall	8	125
2016-2017	Fall	13	132
2017-2018	Fall	17	99
2015-2016	Spring	8	74
2016-2017	Spring	9	78
2017-2018	Spring	0	69

Highest DF Rate Courses in Fall 2017							
Section Name	Instruction Method	Fall 2017			Historical: Fall 2016, Fall 2015		
		DF Rate	W Rate	Enrollment	DF Rate	W Rate	Enrollment
MSL - 1001 - 002C	Traditional	35%	6%	17	2%	2%	45
SLS - 2901 - 059D	Traditional	25%	0%	20	3%	1%	1,720
SLS - 2901 - 026D	Traditional	21%	0%	28	3%	1%	1,720
NSC - 3214 - 001C	Traditional	20%	0%	5	N/A	N/A	7
SLS - 3308 - 002O	Online	18%	1%	88	9%	3%	105
SLS - 2901 - 028D	Traditional	16%	4%	25	3%	1%	1,720
LDR - 4230 - 001O	Online	16%	0%	38	7%	N/A	14
SLS - 2901 - 086D	Traditional	16%	0%	19	3%	1%	1,720
SLS - 2901 - 036D	Traditional	15%	0%	26	3%	1%	1,720
MSL - 1001 - 001C	Traditional	15%	10%	20	2%	2%	45

1.2.b Second Year Retention Rate (Full-Time First Time In College Students)						
Summer / Fall Cohort	Final Cohort N	Retained Type	Retained Same College	% Retained Same College	Retained Campus	% Retained Campus
2012	140	Retained	19	14%	112	80%
		Retained 2.0 GPA or above	17	12%	110	79%
2013	141	Retained	20	14%	120	85%
		Retained 2.0 GPA or above	20	14%	119	84%
2014	126	Retained	10	8%	104	83%
		Retained 2.0 GPA or above	8	6%	101	80%
2015	93	Retained	7	8%	74	80%
		Retained 2.0 GPA or above	4	4%	70	75%
2016	100	Retained	9	9%	91	91%
		Retained 2.0 GPA or above	6	6%	88	88%
% 1 Year Change	8%	Retained	29%	20%	23%	14%
		Retained 2.0 GPA or above	50%	39%	26%	17%



### 1.2.c Student Flow (1-Year Retention)

2016 Summer/Fall Cohort*		Initial College									
	CAS	MCOB	BCS	EDU	ENG	COTA	UGS	MCOM	CON	COPH	USFT
Cohort Total by Initial College	2,033	525	136	121	637	121	143	0	261	42	4,019
Arts & Sciences (CAS)	1,727	29	10	8	24	11	66	0	25	4	1,904
Business (MCOB)	29	434	2	3	22	4	18	0	1	1	514
Behavioral & Community Sci (BCS)	13	4	111	3	3	1	9	0	3	0	147
Education (EDU)	15	1	0	92	4	2	1	0	4	0	119
Engineering (ENG)	15	2	0	0	519	1	7	0	0	0	544
The Arts (COTA)	8	3	0	1	2	87	7	0	0	0	108
Undergraduate Studies (UGS)	10	1	0	0	5	0	15	0	4	0	35
Medicine (COM)	0	0	0	0	0	0	0	0	0	0	0
College of Nursing (CON)	14	2	0	1	0	1	0	0	170	0	188
College of Public Health (COPH)	8	0	0	0	1	0	1	0	8	34	52
Student Flow											
Cohort Total by Initial College	2,033	525	136	121	637	121	143	0	261	42	4,019
Not Retained at USFT	(-) 194	(-) 49	(-) 13	(-) 13	(-) 57	(-) 14	(-) 19	(-) 0	(-) 46	(-) 3	(-) 408
Retained at USFT	1,839	476	123	108	580	107	124	0	215	39	3,611
Student Outflow (Began at Initial College/Retained at Different College)	(-) 112	(-) 42	(-) 12	(-) 16	(-) 61	(-) 20	(-) 109	(-) 0	(-) 45	(-) 5	(-) 422
Retained (Initial College)	1,727	434	111	92	519	87	15	0	170	34	3,189

Cohort Total by Initial College	2,033	525	136	121	637	121	143	0	261	42	4,019
Student Outflow (Began at Initial College/Retained at Different College)	(-) 112	(-) 42	(-) 12	(-) 16	(-) 61	(-) 20	(-) 109	(-) 0	(-) 45	(-) 5	(-) 422
Student Inflow (Began at USFT/Retained at Receiving College)	(+) 177	(+) 80	(+) 36	(+) 27	(+) 25	(+) 21	(+) 20	(+) 0	(+) 18	(+) 18	(+) 422
Adjusted Cohort	2,098	563	160	132	601	122	54	0	234	55	4,019
Net Gain	65	38	24	11	-36	1	-89	0	-27	13	-

1-Year Retention Rate (See definitions below)											
1. Attrition Rate	10%	9%	10%	11%	9%	12%	13%	-	18%	7%	10.2%
2. Retention Rate Intial College	85%	83%	82%	76%	81%	72%	10%	-	65%	81%	79.3%
3. Retention Rate at USF	90%	91%	90%	89%	91%	88%	87%	-	82%	93%	89.8%
4. Retention Rate of Adjusted Cohort	91%	91%	92%	90%	91%	89%	65%	-	80%	95%	89.8%
5. Outflow Retention Rate (Retained at USF)	6%	8%	9%	13%	10%	17%	76%	-	17%	12%	10.5%

\* First-Time-In-College (FTIC) are based on full-time students who enter the institution in the Fall term (or Summer term and continue into the Fall term)

**Adjusted Cohort** is the obtained by subtracting students who leave initial college for other USF colleges (Out Flow) from Initial cohort and adding the Student Inflow from other colleges

1. Attrition Rate is calculated by dividing the number of students who are not retained at USF by the number of students in the original cohort.

2. Retention Rate From Initial College is calculated by dividing the number of students who are retained at second Fall in their initial college by the number of students in the original cohort.

3. Retention Rate From USF is calculated by dividing the number of students who are retained at second Fall in their initial college plus those who are retained at another USF colleges by the number of students in the original cohort. *This is the official retention rate for each college.*

4. Retention Rate for Adjusted Cohort is calculated by dividing the number of students who are retained in their initial college plus inflow students by the number of students in the adjusted cohort (original cohort plus inflow students minus outflow students)

5. Outflow Retention Rate is calculated by dividing the number of students who are retained other colleges not their initial college (outflow) by the number of students in the original cohort.



### 1.2.c Student Flow (4-Year Graduation)

2013 Summer/Fall Cohort*		Initial College										
		CAS	MCOB	BCS	EDU	ENG	COTA	UGS	MCOM	CON	COPH	USFT
Cohort Total by Initial College		1,971	478	134	152	622	97	169	0	205	29	3,857
↑ Degreed College ↓	Arts & Sciences (CAS)	1,156	37	10	17	41	11	35	0	32	3	1,342
	Business (MCOB)	47	277	1	2	16	4	21	0	1	0	369
	Behavioral & Community Sci (BCS)	50	7	79	3	4	1	5	0	7	1	157
	Education (EDU)	8	3	5	76	3	2	4	0	4	1	106
	Engineering (ENG)	0	0	0	0	121	1	0	0	0	0	122
	The Arts (COTA)	9	2	0	2	0	33	2	0	0	0	48
	Undergraduate Studies (UGS)	6	0	0	0	2	2	0	0	0	0	10
	Medicine (MCOM)	0	0	0	0	0	0	0	0	0	0	0
	College of Nursing (CON)	12	0	0	0	0	0	1	0	63	0	76
	College of Public Health (COPH)	34	0	0	1	0	0	2	0	17	16	70
	Student Flow											
Cohort Total by Initial College	1,971	478	134	152	622	97	169	0	205	29	3,857	
Not Retained at USFT	(-) 409	(-) 111	(-) 34	(-) 34	(-) 160	(-) 30	(-) 62	(-) 0	(-) 70	(-) 12	(-) 898	
Student Outflow (Began at Initial College and Still Enrolled or Degreed at Different College)	(-) 230	(-) 65	(-) 18	(-) 34	(-) 124	(-) 27	(-) 107	(-) 0	(-) 72	(-) 13	(-) 690	
1. Degreed at College (Started at Initial College and Graduated at the Same College)	1,156	277	79	76	121	33	0	0	63	16	1,821	
2. Degreed at USFT (Started at Initial College and Graduated from USFT )	1,322	326	95	101	187	54	70	0	124	21	2,300	
Still Enrolled Fall 2017 at USFT	240	41	5	17	275	13	37	0	11	20	659	
Still Enrolled Fall 2017 at Initial College	176	25	3	8	217	7	0	0	0	12	448	

Cohort Total by Initial College	1,971	478	134	152	622	97	169	0	205	29	3,857
Student Outflow (Began at Initial College and Still Enrolled or Degreed at Different College)	(-) 230	(-) 65	(-) 18	(-) 34	(-) 124	(-) 27	(-) 107	(-) 0	(-) 72	(-) 13	(-) 690
Student Inflow (Began at USFT and Still Enrolled or Degreed at Receiving College)	(+) 263	(+) 126	(+) 92	(+) 47	(+) 39	(+) 20	(+) 20	(+) 0	(+) 18	(+) 65	(+) 690
4. Adjusted Cohort	2,004	539	208	165	537	90	82	0	151	81	3,857
Net Gain	33	61	74	13	-85	-7	-87	0	-54	52	-
4-Year Graduation Rate (See definitions below)											
1. Graduation Rate From Initial College	59%	58%	59%	50%	19%	34%	0%	-	31%	55%	47.2%
2. Graduation Rate from USF Tampa	67%	68%	71%	66%	30%	56%	41%	-	60%	72%	59.6%
3. Success Rate at USF Tampa	79%	77%	75%	78%	74%	69%	63%	-	66%	141%	76.7%
4. Graduation Rate for Adjusted Cohort	67%	68%	75%	64%	23%	53%	12%	0%	50%	86%	-
5. Outflow Graduation Rate	8%	10%	12%	16%	11%	22%	41%	0%	30%	17%	12.4%

\* First-Time-In-College (FTIC) are based on full-time students who enter the institution in the Fall term (or Summer term and continue into the Fall term)

**Adjusted Cohort** is the obtained by subtracting students who leave college for other USF colleges (Out Flow) from Initial cohort and adding the Student Inflow from other colleges

1. Graduation Rate From Initial College is calculated by dividing the number of students who graduated from their initial college by the number of students in the original cohort. Degrees granted in Initial College for students with multiple degrees are captured based on first baccalaureate degree granted within 6 years.
2. Graduation Rate From USF is calculated by dividing the number of students who graduated from their initial college plus from other USF colleges by the number of students in the original cohort. This is the official graduate rate for each college.
3. Success Rate at USF is calculated by adding the number who graduated from initial college, Student Outflow and those who are still Enrolled at following Fall, and dividing by the number in the original cohort
4. Graduation Rate for Adjusted Cohort is calculated by dividing the number of students who graduated from their initial college plus inflow students by the number of students in the adjusted cohort (original cohort plus inflow students minus outflow students)
5. Outflow Graduation Rate is calculated by dividing the number of students who graduated from other colleges not their initial college (outflow) by the number of students in the original cohort.

## 1.2.c Student Flow (6-Year Graduation)

2011 Summer/Fall Cohort*		Initial College										
		CAS	MCOB	BCS	EDU	ENG	COTA	UGS	MCOM	CON	COPH	USFT
Cohort Total by Initial College		1,645	381	147	133	496	143	234	50	199	18	3,446
↑ Degreed College ↓	Arts & Sciences (CAS)	776	31	19	23	27	11	46	8	31	2	974
	Business (MCOB)	35	182	3	1	17	2	19	0	0	0	259
	Behavioral & Community Sci (BCS)	50	6	68	1	4	3	5	0	7	3	147
	Education (EDU)	11	0	2	59	2	1	3	4	0	0	82
	Engineering (ENG)	1	1	0	0	92	0	0	0	0	0	94
	The Arts (COTA)	1	0	1	0	2	30	1	0	1	0	36
	Undergraduate Studies (UGS)	0	0	0	1	0	0	1	0	0	0	2
	Medicine (MCOM)	0	0	0	0	0	0	0	0	0	0	0
	College of Nursing (CON)	11	0	0	0	0	0	2	0	37	0	50
	College of Public Health (COPH)	53	3	1	0	3	0	9	4	24	9	106
Student Flow												
Cohort Total by Initial College		1,645	381	147	133	496	143	234	50	199	18	3,446
Not Retained at USFT		(-) 699	(-) 156	(-) 52	(-) 48	(-) 338	(-) 93	(-) 145	(-) 34	(-) 99	(-) 4	(-) 1668
Student Outflow (Began at Initial College and Still Enrolled or Degreed at Different College)		(-) 166	(-) 43	(-) 27	(-) 26	(-) 58	(-) 19	(-) 88	(-) 16	(-) 63	(-) 5	(-) 511
1. Degreed at College (Started at Initial College and Graduated at the Same College)		776	182	68	59	92	30	1	0	37	9	1,254
2. Degreed at USFT (Started at Initial College and Graduated from USFT )		938	223	94	85	147	47	86	16	100	14	1,750
Still Enrolled Fall 2016 at USFT		8	2	1	0	11	3	3	0	0	0	28
Still Enrolled Fall 2016 at Initial College		4	0	0	0	8	1	0	0	0	0	13

Cohort Total by Initial College		1,645	381	147	133	496	143	234	50	199	18	3,446
Student Outflow (Began at Initial College and Still Enrolled or Degreed at Different College)		(-) 166	(-) 43	(-) 27	(-) 26	(-) 58	(-) 19	(-) 88	(-) 16	(-) 63	(-) 5	(-) 511
Student Inflow (Began at USFT and Still Enrolled or Degreed at Receiving College )		(+) 203	(+) 79	(+) 79	(+) 23	(+) 10	(+) 6	(+) 1	(+) 0	(+) 13	(+) 97	(-) 511
Adjusted Cohort		1,682	417	199	130	448	130	147	34	149	110	3,446
Net Gain		37	36	52	-3	-48	-13	-87	-16	-50	92	-
6-Year Graduation Rate (See definitions below)												
1. Graduation Rate From Initial College		47%	48%	46%	44%	19%	21%	0%	0%	19%	50%	36.4%
2. Graduation Rate from USF Tampa		57%	59%	64%	64%	30%	33%	37%	32%	50%	78%	50.8%
3. Success Rate at USF Tampa		58%	59%	65%	64%	32%	35%	38%	32%	50%	78%	51.6%
4. Graduation Rate for Adjusted Cohort		58%	62%	74%	63%	21%	28%	1%	0%	34%	96%	-
5. Outflow Graduation Rate		10%	11%	18%	20%	29%	32%	35%	24%	50%	78%	14.4%

\* First-Time-In-College (FTIC) are based on full-time students who enter the institution in the Fall term (or Summer term and continue into the Fall term)

**Adjusted Cohort** is the obtained by subtracting students who leave college for other USF colleges (Out Flow) from Initial cohort and adding the Student Inflow from other colleges

1. Graduation Rate From Initial College is calculated by dividing the number of students who graduated from their initial college by the number of students in the original cohort. Degrees granted in Initial College for students with multiple degrees are captured based on first baccalaureate degree granted within 6 years.

2. Graduation Rate From USF is calculated by dividing the number of students who graduated from their initial college plus from other USF colleges by the number of students in the original cohort. This is the official graduate rate for each college.

3. Success Rate at USF is calculated by adding the number who graduated from initial college, Student Outflow and those who are still Enrolled at following Fall, and dividing by the number in the original cohort

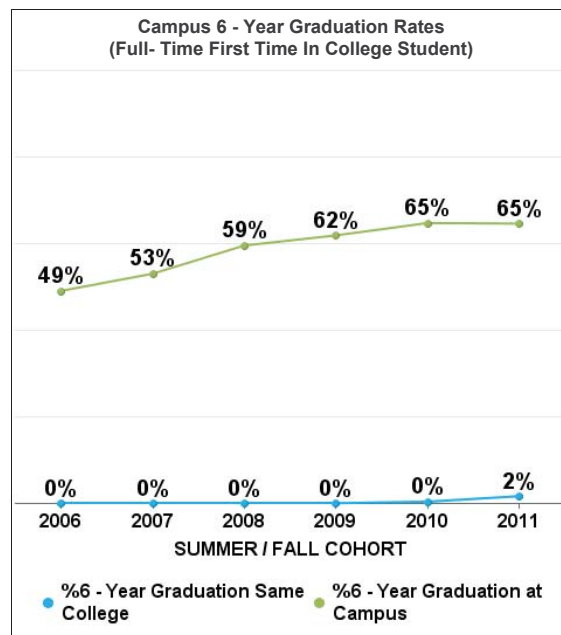
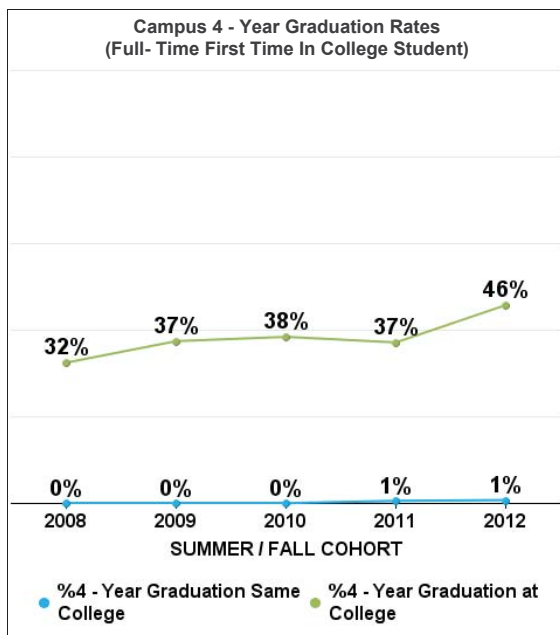
4. Graduation Rate for Adjusted Cohort is calculated by dividing the number of students who graduated from their initial college plus inflow students by the number of students in the adjusted cohort (original cohort plus inflow students minus outflow students)

5. Outflow Graduation Rate is calculated by dividing the number of students who graduated from other colleges not their initial college (outflow) by the number of students in the original cohort.

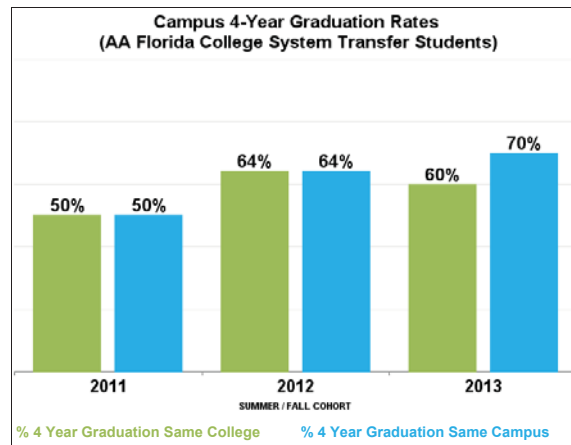
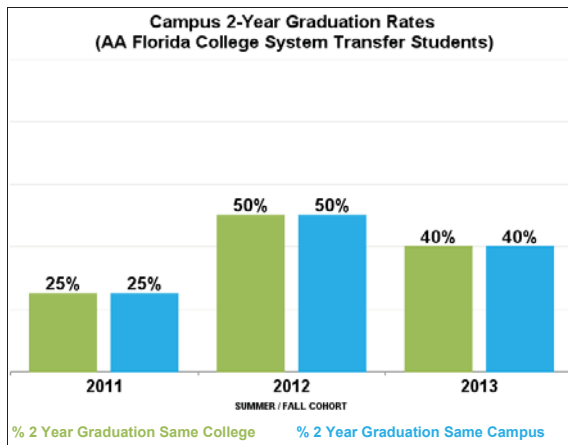
## Section 1.3 Student Success

### 1.3.a FTIC 4-year and 6-year graduation rates (FT)

Summer/Fall Cohort	Student Type Full Time (FT)	Final Cohort N	% 4-Year Graduation Same College	% 6-Year Graduation Same College	% 4-Year Graduation at Campus	% 6-Year Graduation at Campus
2007	FT	423	0%	0%	23%	53%
2008	FT	296	0%	0%	32%	59%
2009	FT	246	0%	0%	37%	62%
2010	FT	297	0%	0%	38%	65%
2011	FT	186	1%	2%	37%	65%
2012	FT	140	1%	N/A	46%	N/A
2013	FT	141	0%	N/A	45%	N/A
% Change 6 year Graduation Cohort						
%1 Year Change (2010-2011)	FT	-37%	#DIV/0	200%	-39%	-38%
%5 Year Change (2007-2011)	FT	-56%	#DIV/0	#DIV/0	-29%	-46%



1.3.b Transfer 2-year and 4-year Graduation Rates						
Summer/ Fall Cohort	Student Type	Final Cohort N	% 2-Year Graduation Same College	% 4-Year Graduation Same College	% 2-Year Graduation at Campus	% 4-Year Graduation at Campus
2011	AA Florida College System Transfers	4	25%	50%	25%	50%
	Others	78	29%	58%	31%	62%
		82	29%	57%	30%	61%
2012	AA Florida College System Transfers	14	50%	64%	50%	64%
	Others	67	30%	55%	30%	55%
		81	33%	57%	33%	57%
2013	AA Florida College System Transfers	10	40%	60%	40%	70%
	Others	80	38%	55%	39%	56%
		90	38%	56%	39%	58%
2014	AA Florida College System Transfers	4	25%	N/A	25%	N/A
	Others	60	47%	N/A	48%	N/A
		64	45%	N/A	47%	N/A
2015	AA Florida College System Transfers	9	11%	N/A	11%	N/A
	Others	52	56%	N/A	56%	N/A
		61	49%	N/A	49%	N/A
% Change 4-Year Graduation Cohorts						
%1 Year Change (2012-2013)	AA Florida College System Transfers	-29%	-10%	-4%	-10%	6%
	Others	19%	8%	0%	9%	1%
%2 Year Change (2011-2013)	AA Florida College System Transfers	150%	15%	10%	15%	20%
	Others	3%	8%	-3%	8%	-5%



FTIC 4-year and 6-year graduation rates (FT/PT)						
Summer/Fall Cohort	Student Type Full Time(FT) / Part Time (PT)	Final Cohort N	% 4-Year Graduation Same Collage	% 6-Year Graduation Same Collage	% 4-Year Graduation at Campus	% 6-Year Graduation at Campus
2007	FT/PT	439	0%	0%	23%	53%
2008	FT/PT	307	0%	0%	32%	60%
2009	FT/PT	256	0%	0%	38%	61%
2010	FT/PT	299	0%	0%	38%	65%
2011	FT/PT	189	1%	2%	37%	65%
2012	FT/PT	141	1%	N/A	45%	N/A
2013	FT/PT	143	0%	N/A	44%	N/A
% Change 6 year Graduation Cohort						
%1 Year Change (2010-2011)	FT/PT	-37%	#DIV/0	200%	-39%	-37%
%5 Year Change (2007-2011)	FT/PT	-57%	#DIV/0	#DIV/0	-29%	-47%



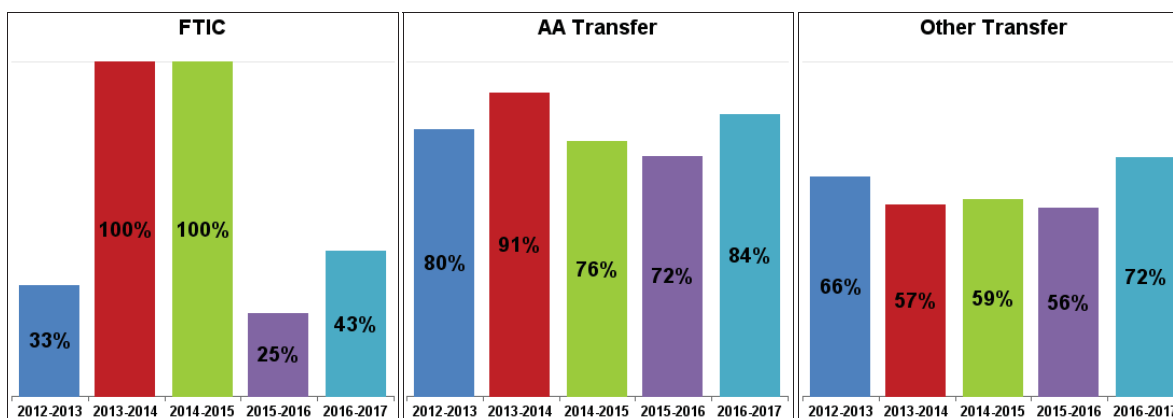
### 1.3.d Degrees Awarded Trends by Level

Degrees Awarded Trends by Level						
Degree Level	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018 *	% 1-Year Change (2015-2016 - 2016-2017)
Bachelor	161	149	150	172	129	15%
Total	161	149	150	172	129	15%

NOTE- \* Indicates incomplete year



1.3.f Percent Undergraduates without Excess Hours by Student Type						
Student Type	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	% 1-Year Change (2015-2016 - 2016-2017)
<b>FTIC</b>	33%	100%	100%	25%	43%	18%
<b>AA Transfer</b>	80%	91%	76%	72%	84%	13%
<b>Other Transfer</b>	66%	57%	59%	56%	72%	15%
<b>Total</b>	<b>66%</b>	<b>64%</b>	<b>62%</b>	<b>57%</b>	<b>70%</b>	<b>13%</b>



1.3.g Number of Class Sections with Undergraduates Enrolled

Number of Class Sections with Undergraduates Enrolled in Fall 2017								
	2-9	10-19	20-29	30-39	40-49	50-99	100+	Total
CLASS SECTION	5	7	10	2	1	0	0	25

	2-9	10-19	20-29	30-39	40-49	50-99	100+	Total
Discussion	2	7	27	5	0	0	0	41
Laboratory	1	0	2	1	0	1	1	6
CLASS SUB SECTION TOTAL	3	7	29	6	0	1	1	47

### 1.5.e Academic Program Reviews and External Accreditations

#### 2015-2016 (Status Report on Implementation of Recommendations)

CIP	CIP Title	Degree Level	Status Report Submitted
-			

#### 2016-2017 (Completed)

CIP	CIP Title	Degree Level
-		

#### 2017-2018 (In Progress)

CIP	CIP Title	Degree Level
-		

#### 2018-2019 (Planned)

CIP	CIP Title	Degree Level
24.0102	General Studies	Bachelors
24.0106	General Studies	Bachelors

Source: ODS-IE&P 3/12/2018

## Section 2. Research, Innovation & Creative Activity

**Goal 2. USF will generate new knowledge and solve problems through high-quality research & innovation to change lives, improve health, and foster positive societal change.**

### Section 2.1.a Proposals Submitted & Sponsored Awards

Proposals Submitted & Sponsored Awards (in Dollars)				
Fiscal Year	Requested Amount	REQ % Change	Awards	Awards % Change
2013	\$345,269	-95%	-	-
2014	\$0	0%	\$334,061	-
2015	\$379,204	-	\$1,285,932	
2016	\$217,173	-43%	\$1,293,990	1%
2017	\$3,735,148	1620%	\$1,325,457	2%
2018*	\$0	-100%	\$610,331	2%
5-Year Average (2013-2017)	\$935,359	296%	\$847,888	58%

Source: Research & Innovation

\*FY2018 data through 8 months

### Section 2.2 Research Expenditures: Total and Federal

Sponsored Research Expenditures: Total and Federal				
Fiscal Year	Federal Expenditures	Federal Flow Through Expenditures	Non-Federal Expenditures	Total Sponsored Research Expenditures
2013	\$950,489	-	\$57,310	\$1,007,800
2014	\$928,181	-	\$66,926	\$995,106
2015	\$939,871	-	\$53,426	\$993,297
2016	\$1,018,657	-	\$56,026	\$1,074,683
2017	\$1,051,413	\$0	\$56,560	\$1,107,974
2018*	\$686,202	\$0	\$41,874	\$728,076
5-Year Average (2013-2017)	\$977,722	\$0	\$58,050	\$1,035,772

Source: Research & Innovation

\*FY2018 data through 8 months



## Section 2.3 F&A Rates

F&A Rates				
Fiscal Year	Federal F&A rate (%)	Fed Flow Though F&A Rate (%)	Non-Federal F&A Rate (%)	Overall F&A Rate (%)
2013	6.4%	-	-	-
2014	6.5%	-	-	-
2015	6.2%	-	-	-
2016	-	-	-	-
2017	6.4%	-	-	-
2018*	6.4%	-	0.0%	6.0%
5-Year Average (2013-2017)	6.4%	-	-	-

Source: Research & Innovation

\*FY2018 data through 8 months

## Section 4.1 Human Resources

### 4.1.a Fall Employee Headcount

Instructional Personnel						
Employee Type		Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Academic Rank*	Instructor	-	-	1	1	1
	Total			1	1	1
No Academic Rank	Adjunct	7	-	3	6	2
	Graduate Assistants	1	-	1	-	8
	Total	8		4	6	10
Total Instructional Personnel		8		5	7	11
Other Personnel						
Employee Type		Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Administrators and Staff	A & P	44	37	43	47	55
	Faculty	8	6	4	5	5
	OPS	12	15	20	26	27
	USPS	16	10	8	7	6
	Total	80	68	75	85	93
Student Employees	Graduate Assistants	13	20	18	20	12
	Student Assistants	164	181	193	197	194
	Total	177	201	211	217	206
Total Other Personnel		257	269	286	302	299
Research Personnel						
Employee Type		Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
No Academic Rank	Faculty	-	-	1	1	1
	Total			1	1	1
Total Research Personnel				1	1	1
Total Headcount		265	269	292	310	311

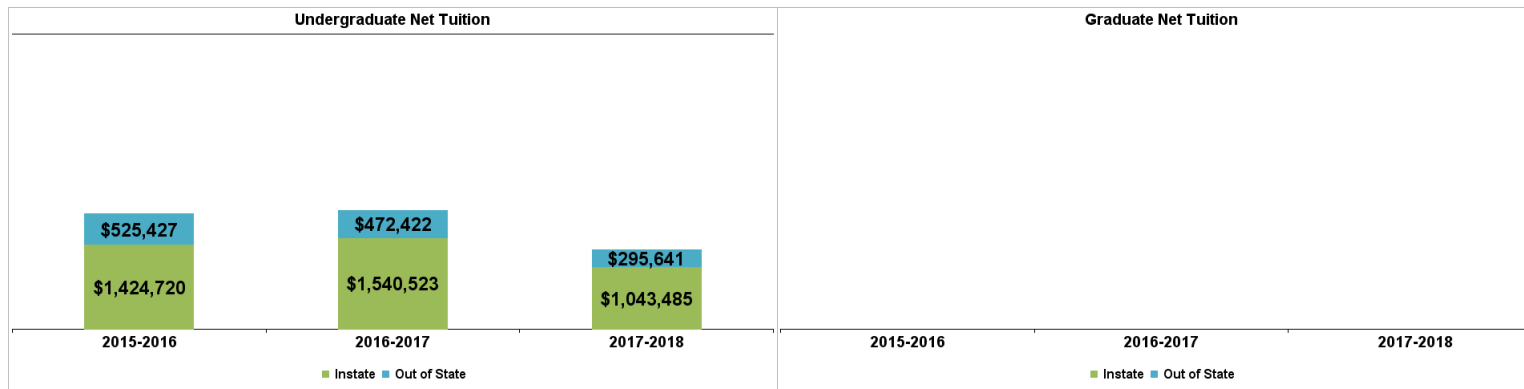
## Section 4.1 Human Resources

### 4.1.b Fall Employee FTE

Instructional Personnel						
Employee Type		Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Academic Rank*	Instructor	-	-	1	1	1
	Total	-	-	1	1	1
No Academic Rank	Adjunct	0.56	-	0.24	1.18	0.23
	Graduate Assistants	0.5	-	0.73	-	4
	Total	1.06	-	0.97	1.18	4.23
Total Instructional Personnel		1.06	-	1.97	2.18	5.23
Other Personnel						
Employee Type		Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Administrators and Staff	A & P	44	37	43	47	55
	Faculty	8	6	4	5	5
	OPS	6.9	7.5	9.76	13.6	12.84
	USPS	16	10	8	7	6
	Total	74.9	60.5	64.76	72.6	78.84
Student Employees	Graduate Assistants	7	10.55	9.18	9.25	5.93
	Student Assistants	83.42	85.34	98.56	100.22	100.01
	Total	90.42	95.89	107.74	109.47	105.94
Total Other Personnel		165.32	156.39	172.5	182.07	184.78
Research Personnel						
Employee Type		Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
No Academic Rank	Faculty	-	-	1	1	1
	Total	-	-	1	1	1
Total Research Personnel		-	-	1	1	1
Total		166.38	156.39	175.47	185.25	191.01

## Section 4.2 Fiscal Resources

4.2.a Tuition																
Course Level	Residency Type	2015-2016					2016-2017					2017-2018 (Current Academic Year)				
		Gross Tuition Online	Gross Tuition Traditional	Waivers	Net Tuition	Net Tuition Variance	Gross Tuition Online	Gross Tuition Traditional	Waivers	Net Tuition	Net Tuition Variance	Gross Tuition Online	Gross Tuition Traditional	Waivers	Net Tuition	Net Tuition Variance
Undergraduate	Instate	\$319,023	\$1,115,711	\$10,015	\$1,424,720	N/A	\$360,102	\$1,201,993	\$21,572	\$1,540,523	8.13%	\$295,326	\$779,123	\$30,964	\$1,043,485	-32.26%
	Out of State	\$59,814	\$859,714	\$394,101	\$525,427	N/A	\$122,619	\$853,411	\$503,608	\$472,422	-10.09%	\$105,173	\$644,874	\$454,405	\$295,641	-37.42%
	Total	\$378,837	\$1,975,425	\$404,116	\$1,950,146	N/A	\$482,721	\$2,055,404	\$525,180	\$2,012,945	3.22%	\$400,499	\$1,423,996	\$485,370	\$1,339,126	-33.47%
Grand Total		\$378,837	\$1,975,425	\$404,116	\$1,950,146	N/A	\$482,721	\$2,055,404	\$525,180	\$2,012,945	3.22%	\$400,499	\$1,423,996	\$485,370	\$1,339,126	-33.47%



#### 4.3.b Endowment

Department	Endowment Market Value		
	FY 2016 as of 3/31	FY 2017 as of 3/31	FY 2018 as of 1/31
Undergrad Ed/Comm Coll Relatns	\$13,321	\$16,097	\$19,272
<b>Grand Total</b>	<b>\$13,321</b>	<b>\$16,097</b>	<b>\$19,272</b>

Source: University Advancement



### Appendix 3.1 Community Engagement

Internship Sections by College										
College	Level	Spring 2016			Spring 2017			Spring 2018		
		Sections	Enrollment	SCH	Sections	Enrollment	SCH	Sections	Enrollment	SCH
Arts and Sciences	Undergraduate	23	274	754	28	282	725	19	296	794
	Graduate	24	75	180	22	86	206	22	83	209
	Total	47	349	934	50	368	931	41	379	1,003
Behavioral and Community Sciences	Undergraduate	13	212	936	13	232	966	14	211	981
	Graduate	59	420	1,407	60	510	1,626	71	608	2,005
	Total	72	632	2,343	73	742	2,592	85	819	2,986
Business	Undergraduate	5	95	285	5	107	321	5	112	336
	Graduate	1	26	78	1	24	72	1	22	66
	Total	6	121	363	6	131	393	6	134	402
Cooperative Education	Undergraduate	8	44	0	11	29	0	9	24	9
	Total	8	44	0	11	29	0	9	24	9
Education	Undergraduate	59	574	4,184	52	532	3,348	56	554	3,566
	Graduate	29	234	769	26	136	496	24	135	477
	Total	88	808	4,953	78	668	3,844	80	689	4,043
Engineering	Undergraduate	12	63	106	13	65	105	16	66	129
	Graduate	2	4	12	2	5	9	3	18	36
	Total	14	67	118	15	70	114	19	84	165
Global Sustainability	Graduate	1	2	12	6	16	96	10	27	162
	Total	1	2	12	6	16	96	10	27	162
Medicine	Undergraduate	1	20	60	0	0	0	0	0	0
	Graduate	2	2	7	1	3	9	2	7	25
	Total	3	22	67	1	3	9	2	7	25
Nursing	Undergraduate	0	0	0	1	1	5	0	0	0
	Graduate	21	163	348	23	187	388	24	239	557
	Total	21	163	348	24	188	393	24	239	557
Public Health	Graduate	43	77	220	39	76	190	35	66	175
	Total	43	77	220	39	76	190	35	66	175
The Arts	Undergraduate	8	25	109	9	21	109	9	24	93
	Graduate	1	1	4	0	0	0	0	0	0
	Total	9	26	113	9	21	109	9	24	93
Undergraduate Studies	Undergraduate	8	27	15	9	80	93	6	74	104
	Total	8	27	15	9	80	93	6	74	104
Grand Total		320	2,338	9,486	321	2,392	8,764	326	2,566	9,724

Source: ODS Internal USF Student Information System (Banner)

Note: Sections funded by USF Health, Tampa and Lakeland have been presented

Glossary		
Table	Metric	Definitions
1.1.a.	Headcount by Level	This variable reflects percent of students at different levels of the total student enrollment (headcount); based on fall enrollment. The level is the categorization of the student's progress at the beginning of the term toward a specific degree or certificate as it applies to allocation of resources within the State University System.(BOG)
1.1.a., 1.1.d., 1.1.e.	Lower Level	A student who has earned less than 60 credit hours, or a student who has not been admitted to the upper division. (BOG)
1.1.a., 1.1.d., 1.1.e.	Upper Level	A student who has earned 60 or more credit hours or has an associate of arts degree and has completed requirements in English and Mathematics as prescribed by FAC 6A - 10.030 or is working toward an additional baccalaureate degree.(BOG)
1.1.a., 1.1.d., 1.1.e.	Grad Level I	A graduate student who has been formally admitted to a graduate degree program and is not an advanced graduate student.(BOG)
1.1.a., 1.1.d., 1.1.e.	Grad Level II	A graduate student who has been formally admitted to a recognized Doctoral or Post - Masters's degree program.(BOG)
1.1.b.	Headcount by Residency	Reflects percent of in-state and out-of-state students of the total student enrollment (headcount); based on fall enrollment. Residency of a student, within or outside of the State of Florida is identified for the purpose of assessing fees at the institution. A student shall be classified as Florida or Non-Florida as of the first day of classes.(BOG)
1.1.c.	Headcount International	Reflects percent of international students (i.e., non-resident aliens) of the total student enrollment (headcount); based on fall enrollment. International student is a person who is not a citizen national of the United States and who is in this country on a visa or temporary basis and does not have the right to remain indefinitely.(BOG)
1.1.d.	Enrollment (SCH)	Student Credit Hours (SCH) for a course section is the total number of gross student credit hours (SCHs) generated (to the nearest tenth) for the course section based on the actual enrollment with "State Fundable Credit Hours." (BOG)
1.1.d.	Enrollment (FTE)	Full-time Equivalent (FTE) student is a measure of instructional effort (and student activity) that is based on the number of credit hours that students enroll by course level. Recently,FTE was revised by BOG based on the US definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. In 2013-14, the Florida Legislature chose to no longer separate funded non-resident FTE from funded resident FTE. Funded enrollment is as reported in the General Appropriations Act and Board of Governors' Allocation Summary.(BOG)
1.1.d., 1.1.e., 1.1.g., 1.1.i., 1.2.c., 1.3.d., 1.3.e., 1.3.f., 1.5.a., 1.5.d., 1.5.e., 4.2.a.	Academic Year	An academic year consists of Summer, Fall and Spring semesters of the given year.
1.1.e.	Online Education	Online course is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.).(BOG)
1.1.f.	Fully Online Program	A fully online program is for which 100% of the direct instruction of the program is available using some form of technology when the student and instructor are separated by time, space or both. All program requirements that cannot be completed online can be completed off-campus.(BOG) Online Degree Programs are updated once a year by the Associate Deans or designee in each college. The fully online programs are those that require an AA or AS for admission into the program.

1.1.g.	Undergraduate Experiential & Service Learning	<p>Service-learning is a form of community engaged learning that explicitly connects academic courses with civic engagement, which includes individual and collective actions designed to identify and address issues of public concern, and to make a difference in the civic life of our communities. The key components of service-learning are: (1) that it enhances the understanding of course content and is tied to specific learning goals through consciously designed reflection, (2) that one of the learning goals is civic engagement, intended to enhance students' sense of personal responsibility to participate in the public realm to address current pressing social problems, and thus going beyond the academic or skill based goals of the course, and (3) that it develops a reciprocal relationship through which the experiential activities are planned and implemented through a collaboration with a community partner so that they meet needs specifically identified by that partner.</p> <p>The data resource is Banner designated service-learning courses and courses forwarded from each of the schedulers that should have been designated in banner as service-learning. (Office of Community Engagement and Partnerships)</p>
1.1.h.	Undergraduate Research	The data represents the headcounts for the level of undergraduate research engagement for the academic year as monitored by the Office of Undergraduate Research (OUR) using specific courses to capture research activity. (OUR, Banner Data)
1.1.i.	Education Abroad	Unduplicated number of degree and non-degree seeking USF students (undergraduate and graduate) by 'home' college, engaging in any international credit-bearing and (a small number of) non-credit bearing experiences. These international experiences include participation in University-sponsored exchanges, faculty-led programs, international internships, and service learning programs as well as international experiences sponsored by another university or third party entity. This <u>excludes independent study</u> .
1.2.a.	DFW Grade Distribution	Reflects DF and W Rates for courses with enrollment greater than or equal to 5. All grades were included in the denominator. DF threshold of 10% is based on the mean of DF Rates for courses throughout USF. Grades of 'D', 'D+', 'D-', 'F', 'FF' were grouped as 'DF' and grades of 'W', 'W#', 'W*' were grouped as 'W'. Incompletes 'I' were not included in DF or W.
1.2.b., 1.3.a., 1.3.f.	First-Time-In-College Student (FTIC)	FTIC undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term). (BOG) Cohort Build Methodology has changed from last year to exclude Dually Enrolled - High School students and to include Former Returning Students.
1.2.b.	Second Year Retention Rate	<p>Cohorts are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term).</p> <p>Percent Retained with Any GPA is based on student enrollment in the Fall term following their first year.</p> <p>Percent Retained with GPA Above 2.0 is based on student enrollment in the Fall term following their first years for those students with a GPA of 2.0 or higher at the end of their first year (Fall, Spring, Summer). The most recent year of Retention data is based on preliminary data (SIFP file) that is comparable to the final data (SIF file) but may be revised in the following years based on changes in student cohorts. (BOG)</p>
1.2.c.	Student Flow	This metric depicts how students' flow through a given college toward graduation and refers to a college's enrollment and annual progression of students. For a given college, student flow illustrates student retention (i.e., year to year continuation), attrition (i.e., enrollment reduction due to withdrawals or students changing colleges), and graduation (i.e., completion of degree).

1.3.a.	4-year graduation rate for FTICs	This metric complies with the requirements of the federal Student Right to Know Act that requires institutions to report the completion status at 200% of normal time (or four years). This metric does not include students who enrolled as part-time students (in their first year), or who transfer into the institution. Percent Graduated reports the percent of FTICs who graduated from the same institution within four years. (IPEDS)
1.3.a.	4-year graduation rate for FTICs (full- and part-time cohort)	This metric complies with the requirements of the federal Student Right to Know Act that requires institutions to report the completion status at 200% of normal time (or four years). This metric does include students who enrolled as part-time students (in their first year). This metric does not include student transfers into the institution. Percent Graduated reports the percent of FTICs who graduated from the same institution within four years. (BOG)
1.3.a.	6-year graduation rate for FTICs (IPEDS cohort year)	This metric complies with the requirements of the federal Student Right to Know Act that requires institutions to report the completion status at 150% of normal time (or six years). This metric does not include students who enrolled as part-time students (in their first year), or who transfer into the institution. Percent Graduated reports the percent of FTICs who graduated from the same institution within six years. (IPEDS)
1.3.a.	6-year graduation rate for FTICs (full- and part-time cohort)	This metric complies with the requirements of the federal Student Right to Know Act that requires institutions to report the completion status at 150% of normal time (or six years). This metric does include students who enrolled as part-time students (in their first year). This metric does not include student transfers into the institution. Percent Graduated reports the percent of FTICs who graduated from the same institution within six years. (BOG)
1.3.b.	2-year graduation rate for AA Transfer students (cohort year)	AA Transfer cohort is defined as undergraduates entering in the fall term (or summer continuing to fall) and having earned an AA degree from an institution in the Florida College System. For comparability with FTIC cohorts, AA Transfer cohorts are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term) and graduate from the same institution within two years. (BOG)
1.3.b.	4-year graduation rates for AA Transfer students (cohort year)	AA Transfer cohort is defined as undergraduates entering in the fall term (or summer continuing to fall) and having earned an AA degree from an institution in the Florida College System. For comparability with FTIC cohorts, AA Transfer cohorts are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term) and graduate from the same institution within four years. (BOG)
1.3.b.	2-year graduation rate for Other Transfer students (cohort year)	Other Transfer cohort is defined as undergraduates entering in the fall term (or summer continuing to fall) and not having earned an AA degree from an institution in the Florida College System. For comparability with FTIC cohorts, Other Transfer cohorts are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term) and graduate from the same institution within two years. (BOG)
1.3.b.	4-year graduation rates for Other Transfer students (cohort year)	Other Transfer cohort is defined as undergraduates entering in the fall term (or summer continuing to fall) and not having earned an AA degree from an institution in the Florida College System. For comparability with FTIC cohorts, Other Transfer cohorts are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term) and graduate from the same institution within four years. (BOG)
1.3.c.	Time-to-Degree	This metric is the number of years between the start date (using date of most recent admission) and the end date (using the last month in the term degree was granted) for a graduating class within a (Summer, Fall, Spring) year. (Work Plans)
1.3.c., 1.3.d., 1.3.e., 1.5.d.	Degrees Awarded	The number of Undergraduate or Graduate degrees awarded is a count of graduates with certain skill sets (not an unduplicated count of degrees), so we include all of the disciplines/CIP codes that a student completes – this includes first majors, second majors, and dual degrees. (BOG)

1.3.e.	Degrees Awarded Trends in Areas of Strategic Emphasis	This metric is based on the number of Undergraduate or Graduate degrees awarded within the programs designated by the Board of Governors as 'Programs of Strategic Emphasis'. A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (i.e., double-majors are included). (BOG)
1.3.f.	Percent Undergraduates without Excess Hours by Major	This metric is based on the percentage of baccalaureate degrees awarded within 110% of the credit hours required for a degree based on the Board of Governors Academic Program Inventory. (Work Plans)
1.4	Student Awards	Highly competitive scholarship/fellowship awards made to USF students (USF Website)
1.5.a.	Learning Outcome	A specific statement about what students will be able to demonstrate after a certain level of instruction
1.5.a.	Acceptable	Rubric score for completed assessment is "Developed" or "Highly Developed." (New programs that are developing assessment plans are also graded as "Acceptable," even if they have not yet completed an assessment report.)
1.5.a.	Needs Work	Rubric score for completed assessment is "Initial" or "Emerging."
1.5.a.	Not Complete	One or more of the required components of the assessment report are missing.
1.5.b.	New Programs Proposed	Proposed new degree programs that proceeding through the approval process at the university and, if appropriate, the Board of Governors. Does not include new majors or concentrations added under an existing degree program CIP Code. (BOG)
1.5.c., 1.5.d.	Terminated Programs	Degree programs for which the entire CIP Code at a degree level (B, M, R) is in the process of being removed from the BOG's inventory of degree programs. Does not include majors or concentrations terminated under an existing degree program CIP Code if the code is to remain active on the BOG academic degree inventory.
1.5.d.	Low Productivity Program Review	Degree program productivity measured against thresholds set by BOG and/or USF for number of program graduates over a 5 year period. (For threshold specifics refer to section 1.5.d)
1.5.e.	Academic Program Reviews and External Accreditations	Review required by BOG Regulation 8.015, Academic Program Review. Each program is reviewed on a seven-year cycle using criteria established by the BOG and USF.
2.1	Submitted Proposal	An application submitted to a grant sponsor for funding that contains all information necessary to describe project plans, staff capabilities, and funds requested. Formal proposals are officially approved and submitted by an organization in the name of a PI.
1.4, 2.1, 2.9, 3.1	Award	Funds that have been obligated by a funding agency for a particular project. Any instrument, signed by a contracting officer, providing government funds or other resources to an offeror that permits expenditure of such government funds or use of such government resources. The provision of funds by a sponsor, based on an approved application and budget, to an organizational entity or an individual to carry out an activity or project. This includes both direct and indirect costs (F & A) unless otherwise indicated.
2.2	Total Research Expenditures	Total expenditures for all research activities (including non-science and engineering activities) as reported in the National Science Foundation annual survey of Higher Education Research and Development (HERD).

2.3	F&A Rates	Facilities and administrative cost rates are applied to a Modified Total Direct Cost (MTDC) base. MTDC consists of all salaries and wages, fringe benefits, materials and supplies, services, travel and the first \$25,000 of each subgrant and subcontract regardless of the period covered by the subgrant or subcontract. Equipment, alterations and renovations, charges for patient care and tuition remission, space rental costs, scholarship, and fellowships, as well as the portion of each subgrant or subcontract in excess of \$25,000 are excluded from the MTDC calculation. (USF)
2.4	Commercialization: Patents, Licenses & Revenues	Licenses: The number of licenses or option agreements that were executed in the year for all technologies as reported by the Association of University Technology Managers in the annual Licensing Survey. (AUTM) Patents Issued: The number of U.S. patents issued during the period indicated as reported by the Association of University Technology Managers in the annual Licensing Survey. (AUTM)
2.5	Citations	Thomson-Reuters Citations and Highly-Cited Scholars Methodology
2.6	Faculty/Student Start-ups	Number of Start-up Companies that were dependent upon the licensing of University technology for initiation – as reported on the Association of University Technology Managers Annual Licensing Survey. (BOG)
2.7	Post-doctoral Appointees	This metric is based on the number of post-doctoral appointees at the beginning of the academic year. A postdoctoral researcher has recently earned a doctoral (or foreign equivalent) degree and has a temporary paid appointment to focus on specialized research/scholarship under the supervision of a senior scholar. Source: National Science Foundation/National Institutes of Health annual Survey of Graduate Students and Postdoctorates in Science and Engineering (GSS). (BOG)
2.8	Non-Faculty Researchers with PhD	This variable is the number of non-faculty research staff in GSS-eligible science, engineering, and health (SEH) units in the fall of the data collection year. Non-faculty research staff include all doctoral scientists and engineers who are involved principally in research activities but are not considered either postdoctoral appointees or members of the regular faculty. (NSF-NIH)
2.9	Faculty Awards, Fellowships, and Memberships	The number of institutional affiliated faculty members, per calendar year, receiving awards from 24 prominent grant and fellowship programs in the arts, humanities, science, engineering, and health fields as reported by The Center's Top American Research Universities (TARU). A list of these faculty awards is available in the TARU's source notes. The number reported is for the academic year that preceded the reporting year. The number of faculty awards is also a membership eligibility requirement for the Association of American Universities (AAU). A list of the 27 awards considered by the AAU is available in the AAU's Membership Policy. (TARU)
3.1	Community Engagement	Community engagement as "collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity. The purpose of community engagement is the partnership of college and university knowledge and resources with those of the public and private sectors to enrich scholarship, research, and creative activity; enhance curriculum, teaching and learning; prepare educated, engaged citizens; strengthen democratic values and civic responsibility; address critical societal issues; and contribute to the public good." (Carnegie Foundation)
<b>Instructional Personnel - Academic Rank (as defined by IPEDS)</b>		
4.1.a., 4.1.b.	Professor	Employees who are classified as Faculty by their pay plan (Faculty and OPS - Phased retiree) and classification code 9001, 9006, 9007 or 9009 and appointment type not equal to Research. (FAIR)



4.1.a., 4.1.b.	Associate Professor	Employees who are classified as Faculty by their pay plan (Faculty and OPS - Phased retiree) and classification code 9002 and appointment type not equal to Research. (FAIR)
4.1.a., 4.1.b.	Assistant Professor	Employees who are classified as Faculty by their pay plan (Faculty and OPS - Phased retiree) and classification code 9003 and appointment type not equal to Research. (FAIR)
4.1.a., 4.1.b.	Instructor	Employees who are classified as Faculty by their pay plan (Faculty and OPS - Phased retiree) and classification code 9004, 9014, or 9015 and appointment type not equal to Research. (FAIR)
4.1.a., 4.1.b.	Lecturer	Employees who are classified as Faculty by their pay plan (Faculty and OPS - Phased retiree) and classification code 9005 and appointment type not equal to Research. (FAIR)
<b>Instructional Personnel - No Academic Rank</b>		
1.5.d., 2.6, 2.9, 4.1.a., 4.1.b.	Faculty	Employees who are classified as Faculty by their pay plan (Faculty and OPS - Phased retiree) and classification code 9008 or 9177 and appointment type not equal to Research. (FAIR)
4.1.a., 4.1.b.	Adjunct	Employees who are classified as adjunct by their pay plan (OPS-Faculty) and appointment type (OPS Adjunct Faculty) and appointment type not equal to Research. (FAIR)
4.1.a., 4.1.b.	Graduate Assistants	Student employees who are graduate assistants by pay plan (OPS-Graduate Assistant) and appointment type (OPS Graduate Assistant) and Classification Codes 9183, 9184, or 9550. (FAIR)
<b>Research Personnel - Academic Rank (as defined by IPEDS)</b>		
4.1.a., 4.1.b.	Professor	Employees who are classified as Faculty by their pay plan (Faculty and OPS - Phased retiree) and classification code 9001, 9006, 9007, or 9009 and appointment type (Research). (FAIR)
4.1.a., 4.1.b.	Associate Professor	Employees who are classified as Faculty by their pay plan (Faculty and OPS - Phased retiree) and classification code 9002 and appointment type (Research). (FAIR)
4.1.a., 4.1.b.	Assistant Professor	Employees who are classified as Faculty by their pay plan (Faculty and OPS - Phased retiree) and classification code 9003 and appointment type (Research). (FAIR)
4.1.a., 4.1.b.	Instructor	Employees who are classified as Faculty by their pay plan (Faculty and OPS - Phased retiree) and classification code 9004, 9014, or 9015 and appointment type (Research). (FAIR)
4.1.a., 4.1.b.	Lecturer	Employees who are classified as Faculty by their pay plan (Faculty and OPS - Phased retiree) and classification code 9005 and appointment type (Research). (FAIR)
<b>Research Personnel - No Academic Rank</b>		
1.5.d., 2.6, 2.9, 4.1.a., 4.1.b.	Faculty	Employees who are classified as Faculty by their pay plan (Faculty and OPS - Phased retiree) and classification code 9008, 9120, 9121, 9160, or 9166 and appointment type (Research). (FAIR)
4.1.a., 4.1.b.	Graduate Assistants	Student employees who are graduate assistants by pay plan (OPS-Graduate Assistant) and appointment type (OPS Graduate Assistant) and classification code 9181 or 9182. (FAIR)
4.1.a., 4.1.b.	<b>Other Personnel-Administrators and Staff</b>	
4.1.a., 4.1.b.	A & P	Employees who are classified as A&P by their pay plan (A&P Regular and A&P Executive). (FAIR)
4.1.a., 4.1.b.	USPS	Employees who are classified as USPS by their pay plan. (FAIR)
4.1.a., 4.1.b.	OPS	Employees who are classified as OPS by their pay plan. (FAIR)
4.1.a., 4.1.b.	Adjunct	Employees who are classified as adjunct by their pay plan (OPS-Faculty) but not by appointment type (OPS Adjunct Faculty). (FAIR)
4.1.a., 4.1.b.	Faculty	Employees who are classified as Faculty by their pay plan but do fit any of the other instructional/research faculty criteria above. (FAIR)

4.1.a., 4.1.b.	Postdoc	Employees who are classified as Postdoc by their pay plan. (FAIR)
<b>Other Personnel-Student Employees</b>		
4.1.a., 4.1.b.	Graduate Assistants	Student employees who are graduate assistants by pay plan (OPS-Graduate Assistant) and appointment type (OPS Graduate Assistant) and classification code 9185. (FAIR)
4.1.a., 4.1.b.	Student Assistants	Student employees who are student assistants by pay plan (OPS-Student Assistant). (FAIR)
4.2.a.	Tuition	Actual resident & non-resident tuition revenues collected from students, net of fee waivers. Source: Operating Budget, Report 625 – Schedule I-A. (BOG) Tuition dollars reflected exclude the portion of differential tuition that is associated with Financial Aid.
4.2.a.	Net Tuition	The actual average of the total costs of tuition and fees (which will vary by income group due to the amount of credit hours students are enrolled) minus the average Gift Aid amount.(BOG) Tuition dollars reflected exclude the portion of differential tuition that is associated with Financial Aid.
4.3.a.	Annual Fundraising	Reflects contributions (in current dollars) given to the institution. The annual giving data include all contributions actually received during the institution's fiscal year in the form of cash, securities, company products, and other property from alumni, non-alumni individuals, corporations, foundations, religious organizations, and other groups. Not included in the totals are public funds, earnings on investments held by the institution, and unfulfilled pledges. The amount shown is in thousands.

# Undergraduate Studies Annual Report

**ACADEMIC YEAR 2017 - 2018**