

STUDENT SUCCESS

ANNUAL REPORT

2015 - 2016 ACADEMIC YEAR





Student Success

OFFICE OF THE PROVOST
& EXECUTIVE VICE PRESIDENT

USF provides students programs, services,
and experiences for their journey on the road to success.



DR. JUDY GENSHAFT

PRESIDENT, USF SYSTEM

The University of South Florida has had an outstanding 2015-16 academic year and is continuing its bold progress toward a future Preeminence designation by Florida Board of Governors. When achieved, this designation will result in millions of dollars in additional funding and acknowledges our superior status as an organization that cares deeply about our students and their success.

Our focus on student success has played a very important role in earning our current designation as Emerging Preeminent. Over the past five years, USF has experienced unprecedented growth in both retention and graduation rates while improving incoming student profile. Our first-year retention rate of 90 percent and a six-year graduation rate of 67.5 percent are indicators that USF will achieve our goal of full Preeminence in the next two years.

This momentum has garnered national attention for USF as a model for putting students first, including earning two national awards praising our student-centric efforts. One award ranked USF as the nation's top performer in "Overall Student Success" for 2016 among all public research and doctoral universities. The other honor gave USF the Eduventures 2016 Innovation Award for our effective use of performance data to significantly improve our first-year retention rates.

USF has emerged as a leader in higher education that has devoted unprecedented resources to supporting students so they can graduate on time with high-quality degrees and minimal debt.



DR. RALPH WILCOX

PROVOST, USF

The University of South Florida System is home to nearly 50,000 students, a talented and diverse community of learners and achievers each facing a unique set of circumstances as they navigate their individual paths to degree completion. As we reflect upon USF's remarkable progress in student access and success over the years, I am extraordinarily proud of the fact that our commitment to student success for ALL grows along with the size of our student body. Our efforts have always been grounded in the understanding that there is no greater purpose than ensuring that our students are graduating with a high-quality university education, with minimal debt and the kind of opportunities and experiences that prepare them to compete successfully in today's global marketplace.

In the following pages, you will read about the initiatives and programs that have helped drive our freshman retention rates to 90 percent and our gains in four-year graduation rates which climbed from 25 percent to 54 percent and our six-year graduation rates which have increased from 47 percent to 67.5 percent. We have worked hard on developing innovative approaches such as connecting technology and real-time analytics with dedicated professionals providing early interventions for potentially at-risk students.

USF led the way in becoming one of the nation's first institutions to appoint a Vice Provost for Student Success six years ago. In July 2016, we took yet another step forward in further embedding student success into the culture of the university by effectively connecting the critical and complementary work of student affairs, enrollment planning and management, and undergraduate studies naming Dr. Paul Dosal as Vice President for Student Affairs & Student Success. Combining these teams into a single unit has created our integrated 360-degree approach to student success. I look forward to the coming year as we continue to create fresh, innovative approaches that propel our university and, most importantly, our students to even greater heights.



DR. PAUL DOSAL

VICE PRESIDENT, STUDENT AFFAIRS AND STUDENT SUCCESS

The 2015-16 academic year wrapped up on a high note with USF being recognized in the 2016 Eduventures Student Success Ratings as the nation's top performer in "Overall Student Success" among public research and doctoral universities—quite the honor!

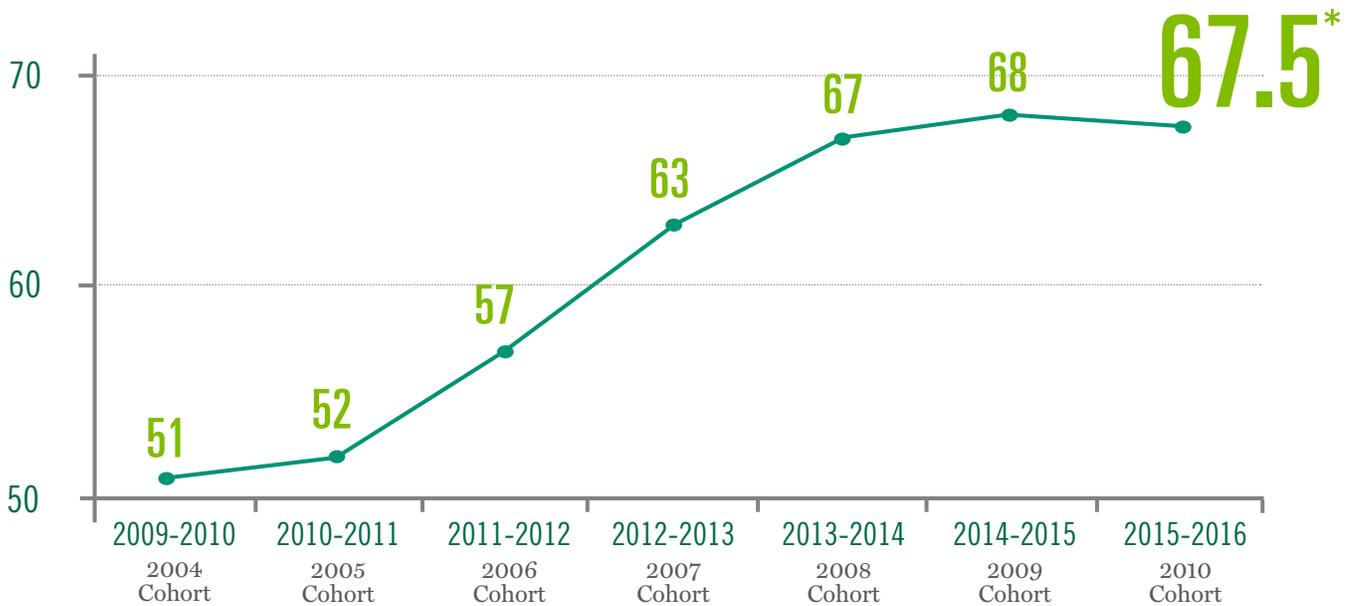
As a result of our Student Success initiatives, we experienced gains with under-represented students graduating at the same or higher rates than our full student body, and students receiving Pell grants graduating at higher rates than non-Pell students. Although the six-year graduation rates for male students increased significantly over the past six years, the gains were not enough to close the achievement gap with females, who lead with a 10 percent margin. To address this disparity, we partnered with the John N. Garner Institute and are developing a plan to increase male student success.

Another exciting area of focus in this report is our innovative work with predictive analytics to intercept students at risk of not persisting. A cross-functional Persistence Committee now meets bi-monthly to review real-time individual student data that identifies students who are at risk of not persisting into the next semester. A case management style of intervention is used to engage with these students as we help them overcome barriers to continued enrollment and success. This work has begun to pay off as we have seen our previously plateaued first-year retention increase from 88.2 percent to 90 percent. We have just begun to tap into the power of analytics and are looking forward to expanding this work to help all our students succeed.



First Time in College (FTIC) 6-Year Graduation Rates

PERCENT



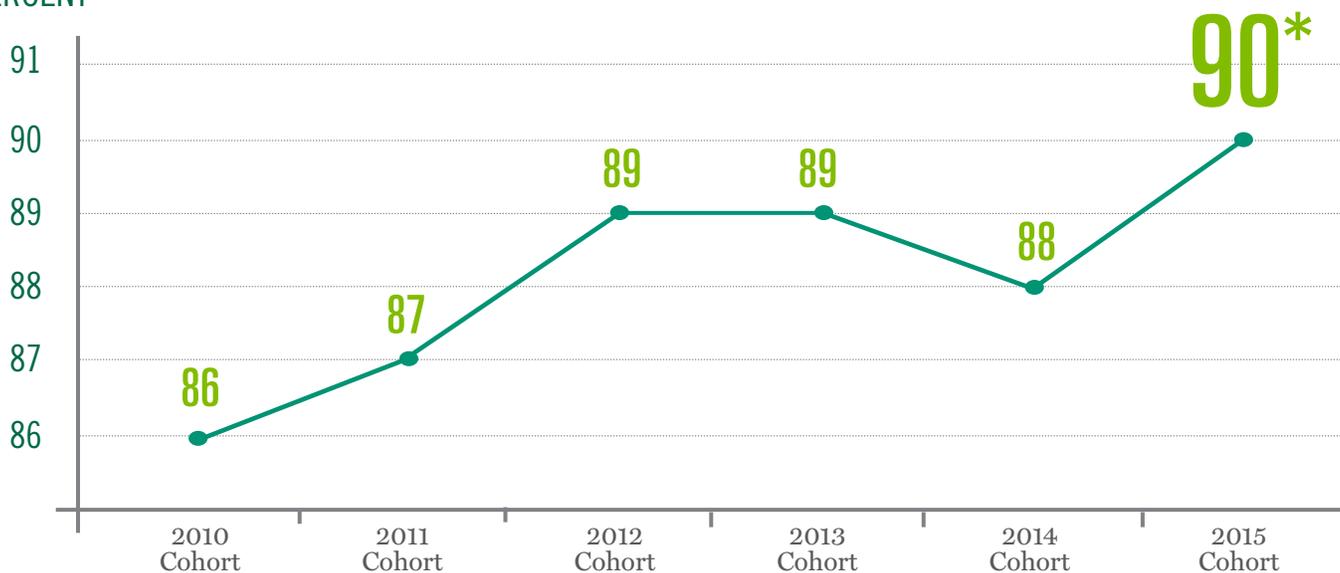
Source IPEDS

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



1-Year Retention Rate

PERCENT



Source IPEDS

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Fall 2016 FTIC Academic Profile

	FALL 2010	FALL 2011	FALL 2012	FALL 2013	FALL 2014	FALL 2015	FALL 2016
High School GPA	3.81	3.91	3.94	4.00	4.00	4.08	4.08
SAT	1176	1203	1209	1199	1196	1223	1226
ACT	26	27	27	27	27	28	28

USF Internal Data, Office of Decision Support

FIRST-YEAR EXPERIENCE

EXPLORATORY CURRICULUM MAJOR

In 2015, the Transitional Advising Center (TRAC) began offering the Exploratory Curriculum Major (ECM) for first-year students who have not yet decided on a major. Through the five tracks--Arts & Humanities; Business; Global & Social Sciences; Health & Natural Sciences; Math, Engineering, & Technology--students are able to focus their major exploration on degree programs most relevant to their interests. For the 2015 cohort, 244 students entered as ECM majors and 65 percent declared their major by the end of the fall term.

COMMON READING EXPERIENCE

Undergraduate Studies continued to offer a common intellectual experience or Common Reading Experience for first-time-in-college students. Students read the acclaimed graphic novel *Persepolis* by Marjane Sartrapi, a memoir about the author's experience coming of age during the Islamic Revolution in Iran. The program provided the opportunity to students, faculty, and staff to engage in discussion about history, identity, gender, religion, family, and social justice. Highlights of the year-long program included a guest lecture from author and humorist Firoozeh Dumas and a student art showcase.

ORIENTATION

Orientation incorporated six new videos into the two first-year programs: Campus Safety, Financial Literacy, Undergraduate Research, Study Abroad, and Student Success.





PERSISTENCE COMMITTEE

The USF Persistence Committee, a cross-functional action team of student success professionals, was formed early in the 2016 spring semester to identify at-risk students who need extra support or intervention to be successful. Charged with enhancing the first-year retention rate of the 2015/2016 FTIC cohort to 90 percent or higher, the committee used various data sources and a case management approach to give targeted support as needed, whether that support is associated with financial aid, co-curricular engagement, the residential experience, academic concerns, career issues, or navigating university holds for registration. Working closely with the committee, the Office of Academic Advocacy helps to arrange engagement with individual students and problem solve to support their continued enrollment. During the year, the university set aside funds to assist students with financial barriers in support of the committee's work. Overall, the committee had considerable success in affecting first year student persistence.

PREDICTIVE ANALYTICS

The integration of predictive analytics into USF's student success practices made significant advances this year with a partnership with Civitas Learning. In addition to using traditional sources of information, the USF Persistence Committee (see page 8) drew heavily from key data sources that proactively identified students at risk of not persisting. The First Year Retention (FYR) model, created by USF's Drs. Tom Miller and Charlene Herreid, was combined with real-time data from Civitas to assess what services and interventions were needed to keep students on track. Through this proactive identification of individual students who were unlikely to persist into the next term, the committee was able to tailor support and coordinate intervention for each academically at-risk student from among the more than 4,100 students in the cohort. Early indications suggest that the work of the Persistence Committee members, together with the work of many partners across the university, is making a meaningful difference for individual student persistence and for USF's key performance measures.





The University considers families to be an important part of the Bull Community.

STUDENT ENGAGEMENT

Students who are involved and engaged with the university report higher levels of satisfaction and are more likely to graduate from the university. Tradition and a feeling of community contribute to that satisfaction. In 2015-16, numerous departments implemented new programs and events to help advance student engagement.

- Student Government revamped the student tailgate for football games enhancing the experience and bringing the community together to cheer on our Bulls.
- Engagement was encouraged and rewarded through the new iPoints reward program and the compilation of involvement opportunities on the new Center for Student Involvement website.
- The Center for Student Involvement, Fraternity and Sorority Life, Campus Recreation, Residence Experience & Learning, and the Center for Leadership and Civic Engagement expanded summer program offerings to keep students engaged throughout the summer.
- The Marshall Student Center hosted over 15,000 events, further establishing the union as the center for community and tradition for students and student organizations.
- The Center for Leadership and Civic Engagement, Career Services, and the College of Education implemented a new partnership with the New York Mets, sending students to the Dominican Republic to tutor players in English and culture.
- Leadership and service opportunities continue to engage our students both on and off campus.
- New students are a continued focus of the New Student Connections office with programs like CampU, the Network, and Week of Welcome to orient students to campus and assist them in engaging in the community and being a part of the traditions of the university.
- The support of families in a student's college experience is crucial to their success and families are an important part of the Bull Community. In recognition that the family support structure is very different for each student, the parent program was expanded to include families and friends. New programs were created like the Spring Family Day and others were expanded.

CAREER SERVICES

The Career Services team continued to develop and implement innovative programs and services during the 2015-16 academic year. Freshmen and transfer students benefitted from the launch of new On-Campus Internship and Interns with Impact programs, and students at all levels found new internship opportunities opened up on a global basis. Career readiness activities for students were strengthened with the introduction of a certificate program for students in the colleges of Business and Engineering, the AXA Leadership and Professional Development Program, and the launch of a Job Search course. Career fairs showed continued growth in attendance by both students and employers from the previous year and were expanded with three new fairs. For employers, fall fair attendance was up 89 percent and spring fair attendance was up 37 percent. For students, overall attendance was up 29 percent in the fall and up 25 percent in the spring. Suit-A-Bull, the program that provides students with free professional attire rental, opened in a 'storefront' located near Career Services and served more than 700 students during the year. Initial planning got underway for the replacement of the Employ-A-Bull career management system with Handshake, a cloud based platform built with today's connected student in mind. Similarly, planning began for an overhaul of the Major Possibilities program (now My Plan + My Pathways), to help improve communication and outreach efforts with students.





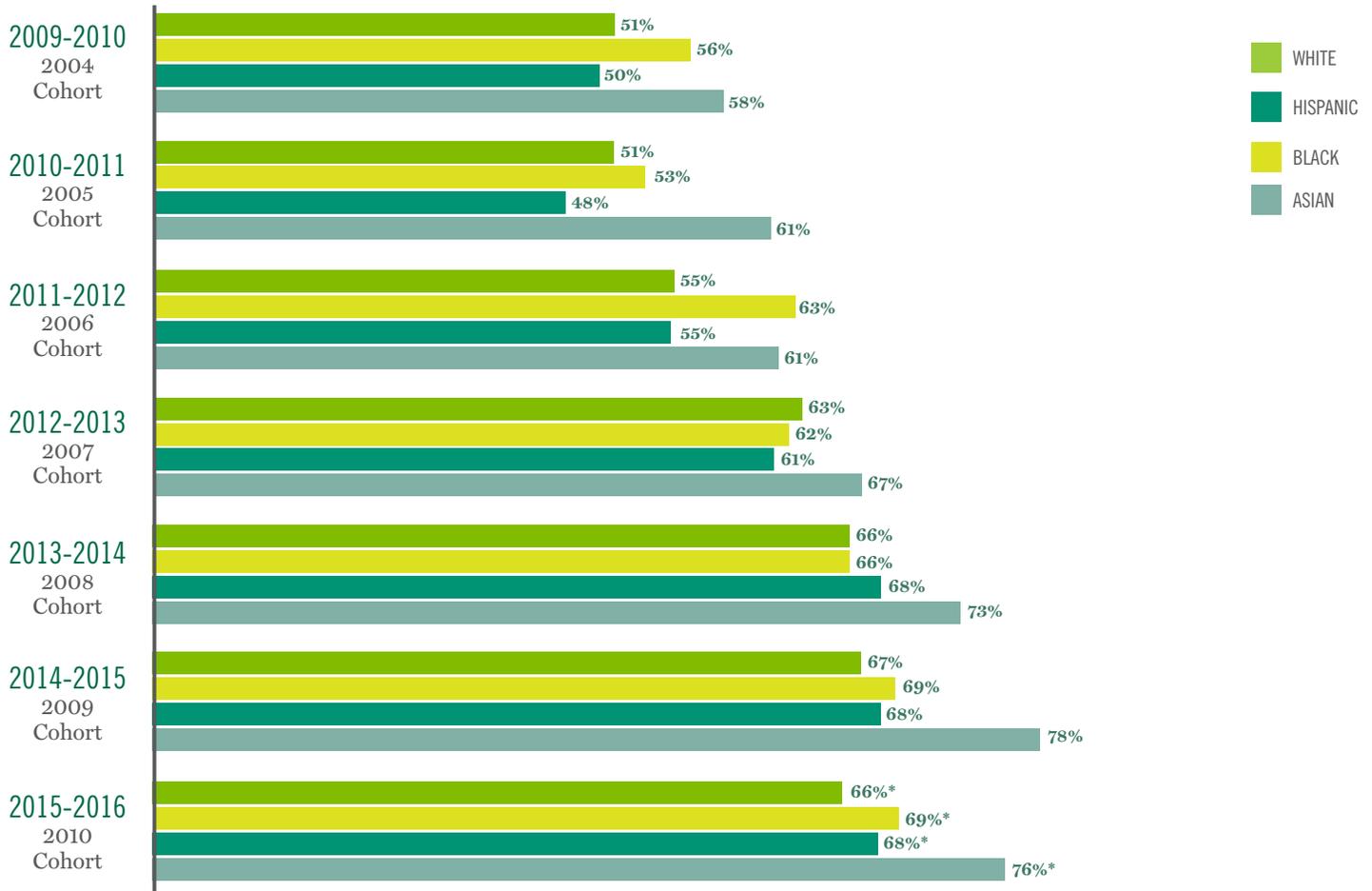
DIVERSITY

All students must experience an inclusive environment in order to feel safe and valued on the campus. The Mobilizing the Dream initiative was created to bring students, faculty, and staff together to create a community of cultural competency. The Safe Zone program (LGBTQ education) and the iBuddy (international student buddy) program were expanded by the Office of Multicultural Affairs and a new program was created focused on supporting undocumented students. Other diversity programming included the Intercultural Leadership Conference, the Global Speaker Series, LGBT History Month, Dr. Martin Luther King, Jr. Commemorative Week, Black History Month, and Women's History Month.

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FTIC 6-Year Graduation Rates by Race & Ethnicity

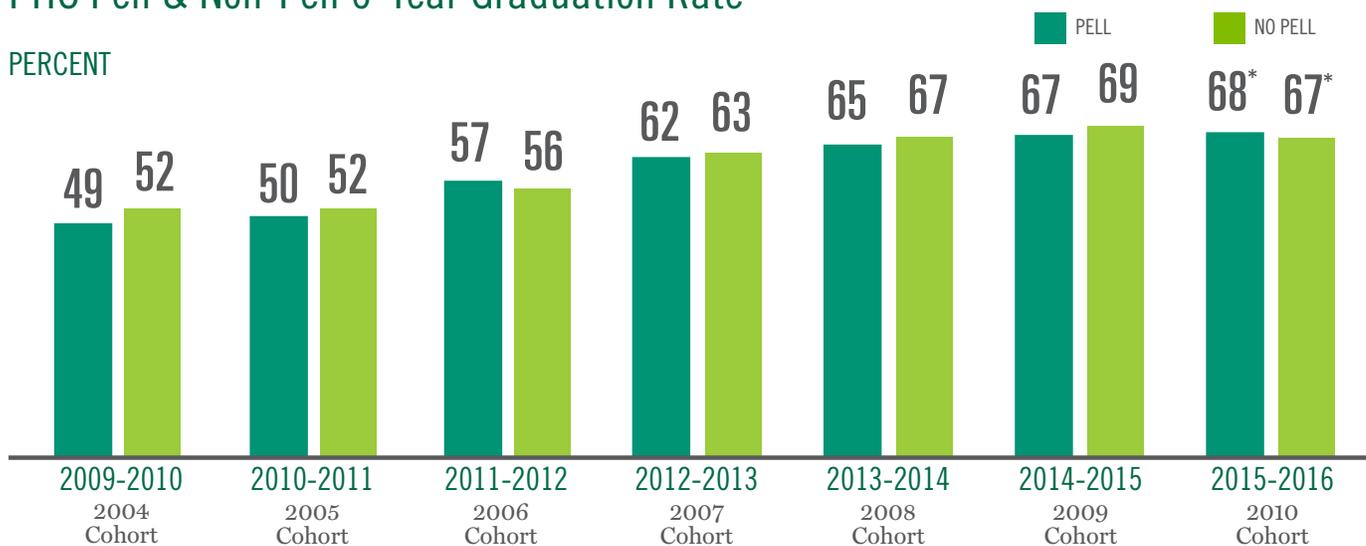


Source IPEDS

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FTIC Pell & Non-Pell 6-Year Graduation Rate

PERCENT

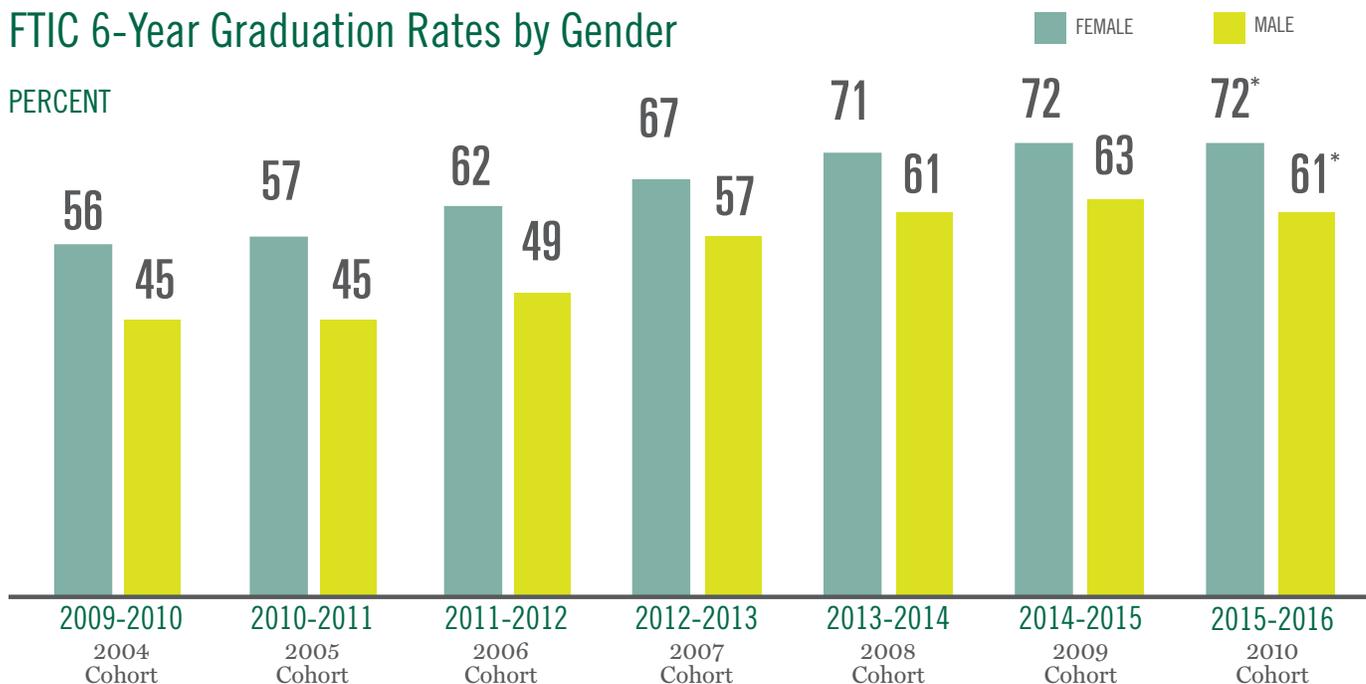


Source IPEDS

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FTIC 6-Year Graduation Rates by Gender

PERCENT

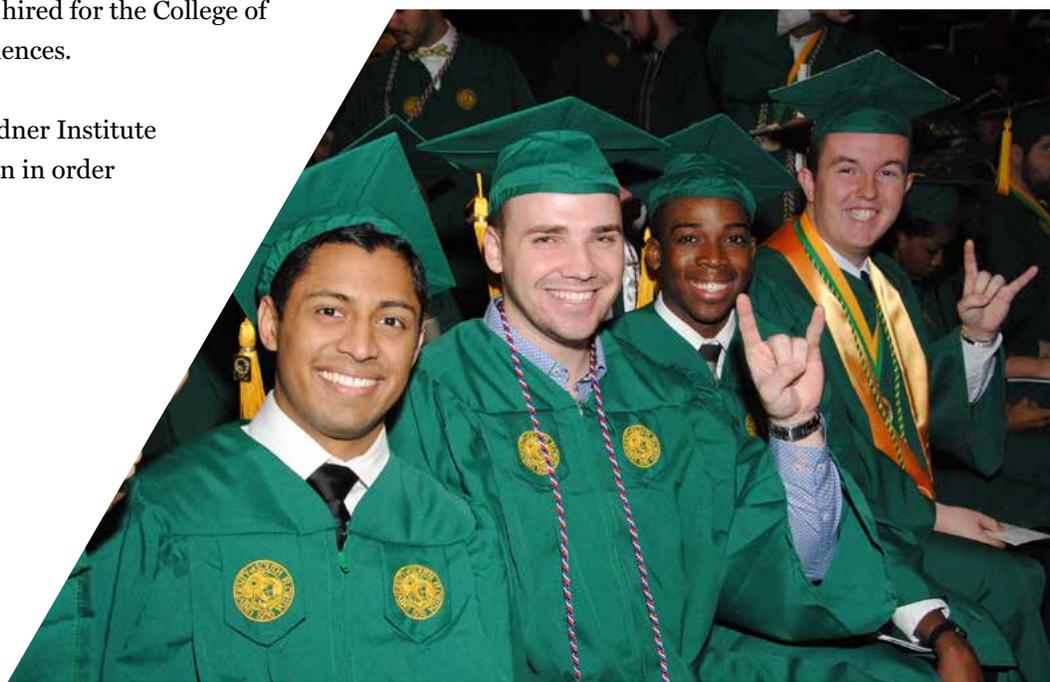


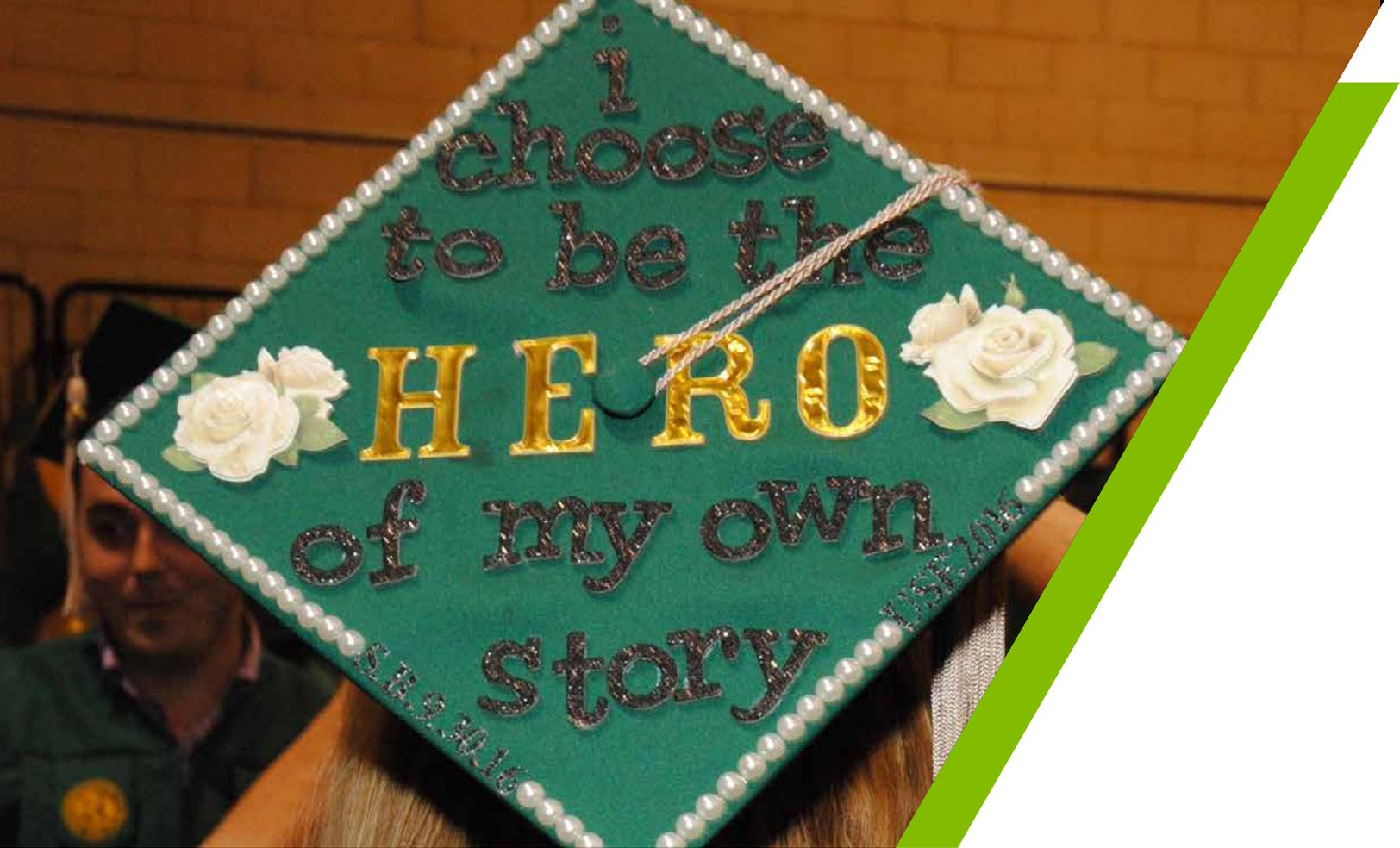
MALE STUDENT SUCCESS

While graduation and retention rates for male undergraduate students have improved over the last five years, the increases have not closed the achievement gap between males and females. Male undergraduate students of all racial and ethnic groups continue to graduate at rates at least 10 points below female undergraduate students.

In efforts to continue to increase graduation rates, a task force was created to look closer at this concern. Part of the research into male student success was to look at our own research which was reviewed by Drs. Tom Miller and Charlene Herreid. Their research indicated that males are less likely than females to seek assistance from tutors, advisors, counselors, or mentors. Looking at these gender differences will play a key role in identifying new practices to enhance male learning experiences. In order to reach underperforming male students, new initiatives may focus on the colleges or departments where males are over-represented in enrollment, most notably in the College of Engineering. Four STEM Male Student Success advisors have been hired for the College of Engineering and the College of Arts & Sciences.

USF also partnered with the John N. Gardner Institute to develop and implement a retention plan in order to increase male graduation rates.





ACADEMIC SUCCESS ADVOCATES

Proactively identifying and assisting students experiencing barriers to persistence and graduation at USF is the goal of the Academic Success Advocates. In 2015-16, our advocates identified a wide variety of at-risk variables impacting students. They worked closely with students, advisors, colleges, departments, and student support services to remove barriers to academic success. Their work included participation in the newly formed USF Persistence Committee (page 8) using predictive analytics to aid in the early identification of students with persistence concerns. They also worked in collaboration with U First and Achieve-A-Bull to offer assistance to first year students on academic probation with the goal of attaining good standing within one semester.

PROFESSIONAL ACADEMIC ADVISING

Academic advisors and advising leadership continued their professional growth throughout 2015-16 with a number of significant achievements and initiatives. One of these key initiatives was an engagement with NACADA, the global professional organization for academic advising, to bring three senior academic advising administrators to campus for a multi-day gap analysis and program review. The engagement identified a number of key strengths of USF's academic advising program and, by design, also identified areas for continued growth and enhancement. These recommendations were then used to create the university's first Academic Advising Strategic Plan, including the development of a common mission, vision, values, and goals for all Tampa academic advisors, and tied explicitly to the USF 2013-2018 Strategic Plan and the Student Success 2015-2020 Action Plan.

In addition to these achievements, Academic Advising also took up a challenge from USF's executive leadership to enhance the success of male students, who lag behind females in terms of graduation and retention rates. To address how this international trend has also become a pattern at USF, four new Male Student Success Coaches/Advisors were hired (with two in the College of Engineering and two in STEM areas of the College of Arts & Sciences) and conducted proactive and focused outreach, programming, and intrusive advising.

Through their attention to delivering high-quality academic advising services to individual students and their attention to key university performance measures, USF's professional academic advisors made significant contributions to student success this year.





ACADEMIC SUCCESS CENTER

Occupying most of the second floor of the USF Library Learning Commons, the Academic Success Center (ASC) offers tutoring in many different courses, writing support across the disciplines, and a math lab model with imbedded support for gateway courses called the SMART Lab. Since the development of the Learning Commons, the number of students who have utilized academic support has grown significantly each year. Overall, 15,214 students visited ASC 121,701 times, representing a 28 percent increase in student users.

TUTORING

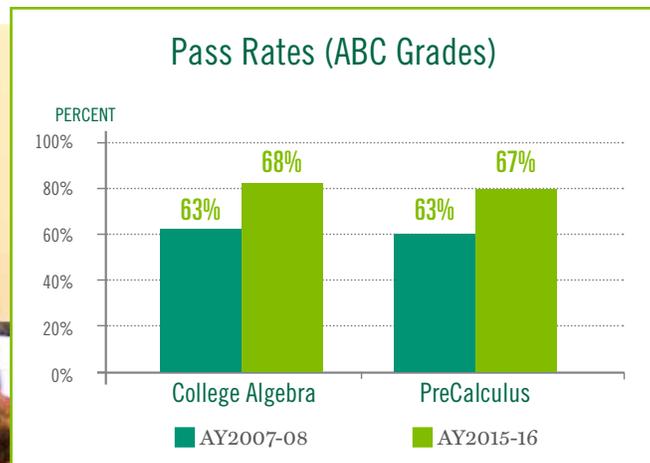
In the drop-in tutoring areas for Calculus, Physics, Statistics and Chemistry, students often expect tutors to teach concepts. In order to encourage students to become more active in these areas as learners, all of the tables were covered with whiteboards, allowing students to actively engage together to solve problems in small groups while tutors “roam” among the groups. Rather than leading instruction through demonstrations while students watch and listen, the tutoring areas buzzed with student collaboration with tutor support as needed. Although the volume of students has increased, students have commented that they now feel the tutoring areas are more personal and relevant and tutors have seen significant increases in student-led problem solving.

WRITING STUDIO

The USF Writing Studio continued to receive national and international attention for several unique initiatives. Most noteworthy were technology enhanced iSessions, developed by USF Writing Studio Coordinators and available only at USF. iSessions are similar to standard consultations but are iPad enhanced and include an audio recording of the consultation that students receive in a follow-up email. Another service added are Compression Sessions, which require no appointment and are ideal for students who have specific needs that can be met in a short time period.

SMART LAB

The SMART Lab, located in the USF Library Learning Commons, is a learning environment dedicated to supporting students in gateway math courses. Equipped with over 300 computers, students enrolled in SMART Lab courses learn mathematics by using technology tools that provide instant feedback on their performance and engaging with instructors, tutors, and teaching assistants who support them in learning. This past academic year, the SMART Lab served 7,665 students who made 114,439 visits, logged more than 150,000 lab hours, and made nearly 63,700 requests for assistance from tutors, teaching assistants, and instructors. This included students who were required to attend the lab as part of their math courses, as well as students who voluntarily sought out tutoring in the Calculus, Physics, and Statistics drop-in areas, who represent 15 percent of the total visits. Passing rates for students enrolled in the two largest courses supported in the SMART Lab--PreCalculus and College Algebra--continued to improve with both courses having the highest passing rates for any fall and spring semesters. Pass rates in these courses have increased 30 percent since AY2007-08.



“The tutors go to great lengths to help me understand the material and it helps me understand in order to succeed in my class.” Spring 2016 Business Calculus

“Having the tutors readily available motivates me to get help when I need it.”
Spring 2016 Business Calculus Lab Students



HEALTH & WELLNESS

Through evidence informed practice, the Health & Wellness departments facilitated the achievement of personal and academic success by engaging the student community in attaining maximal wellbeing. Through interdisciplinary collaboration, the unit's efforts enabled and empowered USF students to take charge of their health, wellbeing, and overall quality of life.

Student Health Services provided general healthcare, free flu vaccines, and STI testing during the year. Wellness Education (now known as the Center for Student Well-being) collaborated with Housing & Residential Education to offer the Wellness Living Learning Community that provides an environment for residents to learn and practice lifelong skills in maintaining a balance between physical, mental, social, intellectual, spiritual, and professional wellbeing. Wellness Education also provided chair massages for approximately 10,000 students who reported improved stress and mood and conducted the “Healthy Monday” campaign, which provided a weekly opportunity to engage in a variety of lifelong health and wellness topics including physical activity, bike safety, Freshman 15, sexual health, body image, alcohol, and stress.

For those specifically interested in physical activity and sustainability, Campus Recreation launched the Share-A-Bull Bikes program in addition to providing week-long programming (“Adventure Week”) and physically-active travel adventures that enabled students to practice global citizenry.

The USF Counseling Center met the needs of over 1,000 students through both individual counseling and group sessions, covering areas from Understanding Self and Others, to Building Strength in Remembrance (Grief), LGBTQ+, Empowered (Trauma Survivors), Life Hacks, Learning to Let Go, and Semester Survival Skills. The Center for Victim Advocacy supported survivors of crime, violence, or abuse and offered programs for preventing victimization by promoting the restoration of decision making and control to survivors.

Lastly, the Office of Student Outreach & Support enhanced student success by identifying needs, removing barriers, and reducing distress of students of concern, often reported by USF community members. Higher level of concern students received holistic support from the Students of Concern Assistance Team (SOCAT). In collaboration with Wellness Education and Feeding America, the department opened Feed-A-Bull, USF's first food pantry for student's experiencing food insecurity.

HOUSING & RESIDENTIAL EDUCATION

Housing & Residential Education welcomed 5,581 residents from over 61 different countries to their USF home. The Residential Curriculum completed its third year of prescribed intentional learning goals with residential students. The 12 Living Learning Communities thrived this year with over 20 percent of residents choosing to participate in these co-curricular learning programs. The residential facilities remained a high priority for Housing & Residential Education and received a re-investment of over \$4.5 million in energy efficiency, infrastructure, amenity, technology, and residential learning spaces upgrades. Through several departmental fundraising campaigns, Housing & Residential Education staff financially contributed to provide housing scholarships for six residents.

During this year, the Florida Board of Governors approved a public-private partnership (P3) between USF and developer Capstone-Harrison Street to build a \$133 million dollar new housing village complete with retail spaces, outdoor pool and fitness center, a dining facility and more than 2,000 student beds. This is the largest of its kind in the State University System.





OFFICE OF UNDERGRADUATE RESEARCH

Undergraduate research is widely recognized as a high impact practice that promotes academic success and preparation for graduate school and the job market. The advantage to being a student at USF is the ability to work side-by-side with internationally recognized researchers and gain key skills, such as: organization, time management, problem solving, critical and creative thinking, oral and written communication, and networking. These skills are foundational to success in every academic discipline and are consistently identified by employers and post-baccalaureate admissions officers as essential to post-graduation success.

All undergraduate students may take advantage of the resources available by working with the Office of Undergraduate Research (OUR). During the 2015-16 academic year, nearly 1,500 students took advantage of 89 “Getting Started in Undergraduate Research Workshop” training workshops. In April 2016, the OUR hosted the largest local undergraduate research colloquium in the State of Florida with 455 student presenters from all academic colleges. Nearly 25 percent of the presenters were first or second year students and the OUR presented \$8,200 in Research Excellence awards to 33 researchers. The OUR also supported undergraduate research activities by awarding more than \$60,000 in interdisciplinary research, research in arts, research travel scholarships, and faculty funding to provide research experiences within courses. As a result of these efforts, it is estimated that more than 3,000 students engaged in some form of mentored research during the academic year that enhanced their academic success, retention, and job readiness. USF also was host to the 2016 biennial Council on Undergraduate Research (CUR) Conference that was attended by faculty from around the world.

In April 2016, the OUR hosted the largest local undergraduate research colloquium in the State of Florida with 455 student presenters from all academic colleges.

ATLE

The Academy for Teaching and Learning Excellence (ATLE) works to promote effectiveness in teaching and learning, a key component of student success. Its many events include monthly “First Friday” conferences, orientations for all levels of faculty and graduate students when they join the university, full-day events on technology in classrooms and the Canvas learning management software, and its signature two-day conference called Summer Teaching Symposium, which this year was focused on flipping the classroom. A new event this year, called Celebration of Teaching, offered faculty the chance to showcase their effective teaching practices via posters.





OFFICE OF COMMUNITY ENGAGEMENT AND PARTNERSHIPS

The Office of Community Engagement and Partnerships (OCEP) promotes engaged learning through service-learning courses, community-engaged research, and other high-impact practices. Last year, 231 service-learning course sections were offered (up from 188 the previous year, or a 23 percent increase), with 3,881 students enrolled. Service-learning courses were implemented in every college throughout USF, making community-based education part of USF's academic core. USF's commitment to engaged learning brought us the prestigious Engaged Campus of the Year Award from Florida Campus Compact.

OCEP also provided service-learning workshops and individual consultations to faculty and graduate teaching assistants, as well as electronic resources for the development and implementation of high quality service-learning courses. It provided "Match-Up" events at which faculty can learn more about service learning and meet potential community partners, and co-sponsored the annual Service Learning Day, which showcased exemplary service-learning courses and best practices.

USF's commitment to engaged learning brought us the prestigious Engaged Campus of the Year Award from Florida Campus Compact!

STUDENT SERVICES

Feeling supported and safe are important environmental issues that impact student success. Student safety continues to be a priority for the Dean of Student's office which established partnerships with Hillsborough Sheriff's office, Consumer Protection, Code Enforcement, and off-campus apartment complexes to create awareness of off-campus safety. A hazing prevention module was implemented with all new fraternity and sorority members and expanded to include Athletics and sports clubs. Staffing was increased to support Title IX and sexual assault prevention education, training, and response. Safety awareness and resources were presented at Orientation to both new students and their families.

Financial and academic support was increased through Student Government's partnership with Test Prep to help subsidize the cost to students and the expansion of the Don't Stop, Don't Drop mini grant program which has a 100 percent graduation rate. Students with Disabilities Services saw a 15 percent increase in the number of exams given as accommodations and was able to partner with the USF Bookstore to make textbooks more accessible to students who need them scanned. The Dean of Students office and the Student Ombuds office continue to be called upon to provide advocacy, support, and assistance with overcoming both personal and university challenges.



Feeling supported and safe are important environmental issues that impact student success.



USF STUDENT-ATHLETE ENRICHMENT CENTER

The Student-Athlete Enrichment Center (SAEC) provided comprehensive services to enhance to the development of USF student-athletes as they progress towards their degree, compete for championships, and prepare for life after sport. The SAEC houses athletic support services in the areas of Academics, Student-Athlete Enhancement, Behavioral Health, and Compliance.

Academically, USF student-athletes earned a record annual GPA of 3.085 in 2015-16 while also recording an 83 percent on the Graduation Success Rate. Additionally, all 18 teams measured in the NCAA's Academic Progress Rate (APR) Report – measuring eligibility and retention of scholarship student-athletes term-by-term throughout the academic year – were above 955 (out of 1000). The 2015-16 year also saw student-athletes complete a record 3,945 hours of volunteer service while seeking record involvement in career preparation and the Selmon Mentoring Institute – a unique mentoring program for student-athletes. Behavioral Health supports student-athletes to help them perform at their highest levels on the fields, in the classroom and in managing their college life. This area was a new addition to athletics in October 2014 and has provided a variety of services to ensure the overall well-being and mental health of student-athletes. Finally, the Athletic Compliance Office (ACO) functions to foster a strong commitment to rules compliance. The ACO assists student-athletes in the areas of eligibility, financial aid, rules education, and rules interpretations.

BULL 2 BULL FINANCIAL EDUCATION CENTER

This program provides presentations, workshops and individual appointments to all undergraduate students (new freshman and transfer students), freshman experience classes, on campus residents, and graduating seniors with student loan debt. Bull 2 Bull also provides in person peer counseling to students covering the areas of budgeting and saving, responsible student loan borrowing, credit use, and credit management. During last year, Bull 2 Bull was one of eight schools chosen to be featured in a joint Texas Guarantee (TG) and NASFAA national research report called *Above and Beyond: What Eight Colleges Are Doing to Improve Student Loan Counseling*. The purpose of the study was to highlight schools who have established additional practices to make student loan counseling more meaningful and effective.

This past year we increased the number of one-on-one peer counseling appointments and students served by through events and seminars. Bull 2 Bull was also able over 800 students pay outstanding bills in order to keep them enrolled and working toward their degree and assisted almost 200 student loan borrowers in resolving delinquent student loan repayments with the federal government.

During last year, Bull 2 Bull was one of eight schools chosen to be featured in a joint Texas Guarantee (TG) and NASFAA national research report called *Above and Beyond: What Eight Colleges Are Doing to Improve Student Loan Counseling*



STUDENT SUCCESS COUNCIL MEMBERS

On August 5, 2010, President Judy Genshaft appointed a 23-member Student Success Council with representatives from the following areas: Academic Affairs, Student Affairs, Student Government Association Advancement, Faculty Senate, Staff Council, Administrative Services, USF Health, and Athletics. Chaired by Dr. Dosal, the council's mission is to coordinate and push forward the implementation of the Student Success Task Force recommendations.

PAUL DOSAL

Vice President,
Student Affairs & Student Success

ANDY RODRIGUEZ

President, Student Government

KEN SHORT

President, A&P Council

CHRISTINE CHEFALAS

President, Staff Senate

RUSS COUGHENOUR

Assistant Vice President,
Career Services

NANCY CUNNINGHAM

Director of Academic Services,
USF Tampa Library

BILL CUMMINGS

Professor and Chair,
Department of Humanities and Cultural Studies

DANIELLE MCDONALD

Associate Vice President and Dean for Students,
Office of Student Affairs

RUTH HUNTLEY BAHR

Interim Assistant Dean,
Office of Graduate Studies

ANA HERNANDEZ

Assistant Vice President,
Housing & Residential Education

ANDREW HOFF

Associate Professor,
Department of Electrical Engineering

TIMOTHY ANDERSON

Associate Athletic Director,
Intercollegiate Athletics

CALVIN WILLIAMS

Vice President,
Administrative Services

BILL MCCAUSLAND

Associate Vice President,
University Advancement

TOM MILLER

Executive Advisor and Associate Professor,
Department of Psychological &
Social Foundations of Education

KINGSLEY REEVES

Assistant Professor,
College of Engineering

KERI RIEGLER

Director, New Student Connections &
Parent & Family Programs

SHIRLEY SMITH

Director, Office of Student Diversity
and Enrichment Division, Educational Affairs
at USF Health Morsani College of Medicine

BOB SULLINS

Dean, Undergraduate Studies

KEVIN YEE

Director, Academy of Teaching and Learning
Excellence

CHERYL ZAMBROWSKI

Director of Undergraduate Student Success
and Associate Professor, College of Nursing

TRAVIS THOMPSON

Senior Director of Academic Tracking
and Advising, Undergraduate Studies

PATRICIA MAHER

Director, Academic Success Center

HAROLD KELLER

Director, Office of Community Engagement
and Partnerships and Professor, Educational
and Psychological Studies

JANET L. S. MOORE

Associate Dean, Undergraduate Studies

JENNIFER SCHNEIDER

Director, Student Ombuds Office

EX OFFICIO

LOIS PALMER

Interim University Registrar

BILLIE JO HAMILTON

Assistant Vice President,
Enrollment Planning Management
and Director, University Scholarships

DAVID HENRY

Director, Undergraduate Admissions

RICK POLLENZ

Associate Dean,
Undergraduate Studies and Director,
Undergraduate Research

CARRIE GARCIA

Director, Application Services,
Information Technology

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