

# **Undergraduate Studies Annual Report for 2011-2012 April 15, 2012**

## **Introduction**

The multiple roles, functions and responsibilities of the units that comprise [Undergraduates Studies](#) (UGS) are accomplished by the many individuals and offices in UGS working with and through others in the academic colleges and departments, in the various offices of student affairs, and in other university entities to facilitate the best possible programs and services for undergraduate students. The list of accomplishments in this Annual Report includes the results of direct services and activities provided by individuals and offices reporting to UGS and many other accomplishments through partnerships with the graduate school, academic colleges, library, student affairs and many others throughout the university.

## **Student Success Programs**

### **Office of Orientation**

Overall for the 2011-2012 academic year, orientation was conducted for approximately 4,668 first year students over 13 sessions, 5,020 transfer students over 12 sessions and 3,779 first year student guests and 1,221 transfer student guests.

In collaboration and partnership with the academic colleges, as well as Freshman Summer Institute (FSI), Student Support Services (SSS), Athletics and the Honors College, Orientation created and implemented a Pre-Orientation/Pre-Advising module that every first year student is required to participate in as part of the reservation process for Orientation. Students participate in a 2-3 unit module that includes general university academic information (including a Foundations of Knowledge and Learning (FKL) General Education curriculum overview, academic transition assistance, new student checklist information and general FERPA information); content that is specific to their student type and a general introduction to their major and major college.

In an effort to become more sustainable and to personalize the experience for the new students and families, Orientation created a paperless initiative wherein all session confirmation content was in PDF format and at the disposal of the student by logging into their VZ Orientation account. Content included is a personalized session brochure, a confirmation "ticket", a printable parking permit, campus map and an ID card registration form. This confirmation, which used to be mailed, saved approximately \$8,000-12,000 postage and printing costs.

The Office of Orientation increased leadership development opportunities for undergraduate students. The number of undergraduate student leaders actively involved with the department increased to 120. In addition, the Office of Orientation provides the opportunity for two USF graduate students to have an experience with the department.

This year the Office of Orientation saw a significant increase in involvement within the American College Personnel Association (ACPA) and the National Orientation Directors Association (NODA). Leslie Page, Associate Director, was actively involved with ACPA as representative for the Commission on Admissions, Orientation and the First Year Experience. In addition, she is actively engaged with the Graduate Student Network for NODA. Marnie Hauser, Director, became co-chair for the newly created Large Institution Network for NODA.

USF Orientation hosted the 2011 State of Florida NODA Drive-in in which 31 participants attended and represented 11 institutions from across the state. It provided an opportunity to network within the state, showcase how Orientation is facilitated in the state-of-the-art

Marshall Student Center, as well as to come together as a team and lend our expertise to hosting an event other than Orientation.

### **First Year Program and [Transitional Advising Center](#)**

The primary focus of the First Year Academic Programs and the Transitional Advising Center (TRAC) is to assist students in their major selection process at USF and support their progression to degree. The center emphasizes a strong commitment to students who are experiencing transitional concerns regarding their academic endeavors. During the 2011-2012 academic year, the following services and programs were offered to assist and promote student success for students in transition.

Advising transitional students both as undecided FTIC (up to 36 hours) and major re-selection (students changing their majors or being dropped from limited access programs) remained the primary focus. TRAC experienced continued success with student progression due to university initiatives such as advising holds, academic probation holds and departmental advising holds allowing professional staff to be proactive in meeting the needs of the students through advising sessions and essential conversations related to their academic progression.

The curriculum for the U-Decide sections (which began Fall 2011) has again been very successful with outcomes based on transitional issues encountered in University Experience (UE) courses with additional emphasis on major selection and career exploration. The academic year students took three instruments designed to assess their personal strengths, learning patterns and career interests. Student evaluations of the U-Decide sections are strong and many report that they found the course to be helpful for them in their transition to USF and the major exploration process.

Early intervention for students with a Major Declaration (MJ) hold continued to be another area of focus for TRAC. Students who were dismissed from their college due to low GPA or ineligibility were contacted via e-mail describing TRAC's services and information on how to schedule an appointment with TRAC. This outreach was successful in notifying students earlier, so they were better able to decide on a new major and move forward with registration and progression to degree. Increased outreach and awareness of the re-selection process has increased student requests for advisor appointments. Evaluations of these advising sessions are extremely positive.

The SLS 1100-University Experience course continued to be a vital aspect of student success at USF. In the Fall of 2011, the registration process for First Time in College (FTIC) students changed to self-registration. This required additional outreach efforts to promote the benefits of this course to incoming students. Through these added outreach efforts of the UE Peer Leaders and advisors during Orientation, registration for this course remained consistent with previous years at 43 percent of the first year incoming class.

National research has long touted the benefits of a First Year Experience (FYE) course. USF's data had not been revisited since 2004. With the assistance of The Office of Decision Support, USF once again substantiated that the FYE program is consistent with national statistics. The highlights of the research showed that USF students who take UE earn an average GPA of 3.15 in their first semester, compared to 3.01 GPA for those who do not take UE. Additionally, students who take UE graduate earlier and at a higher rate (51%) than those students who do not take UE (46%). Evaluations for this program remain strong with all responses to University course evaluation questions ranking between the mean of 4.64 – 4.30, all in the Excellent and Very good range. To improve the response rate from students, the evaluation procedures were modified by utilizing Peer Leaders and/or Teaching Assistants instead of volunteers. The response rate by UE students increased by 9.07 percent.

Pre-Information Technology students were no longer advised by TRAC as of Spring 2011. Most of these students transitioned to the new Information Studies major housed in the College of Arts & Sciences; the rest completed the IT major via online courses offered by

USF Polytechnic or USF Sarasota/Manatee. The Transitional Advising Center continued to advise and serve students pursuing a Bachelor's degree in Applied Science (BSAS) and Pre-Hospitality Students. The BSAS program remained a strong degree option for student with an Associate in Science degree as enrollment continued to grow in this program.

### **First Generation Access Programs**

The First Generation Access and Pre-collegiate Programs (FGAPP) provide access to a university education for promising students from first-generation and/or limited-income families, and identify qualified individuals through a review of the admission application, standardized test scores, and academic records. Each year a limited number of students enter USF through this program. FGAPP also administers federal and state funded pre-collegiate programs charged with serving the needs of underserved students in Hillsborough County. These programs--Upward Bound and the College Reach-Out Program (CROP)--work with first-generation and limited income secondary students (grades 8 thru 12) who aspire to attain a post-secondary education.

First-year students entering the [Freshman Summer Institute](#) (FSI) enroll in a six-week residential summer session. During this time, students become acquainted with University services and resources before the fall term, ensuring a smooth transition from high school to college life. Throughout the six weeks, students are required to live in the residence halls where they experience an environment supportive of their academic work. Students attend weekly workshops on a variety of topics relevant to academic success, acclimation to college life, and their growth and development as first-year students.

FSI tackles the challenges of the freshman year with an active concern for students' personal and academic welfare, enhancing their academic enrichment and better orienting them to the university environment. Counselors, a crucial element of the program, personally advise, counsel, and monitor students' progress throughout the first year. Personalized attention, combined with a holistic approach for student growth, distinguishes the Freshman Summer Institute as a unique student resource. The 2010 student retention rate for FSI students after their first year (fall to fall) was 84 percent.

The [Student Support Services](#) (SSS) Program received a continuation grant in the amount of \$289,738, enabling the program to continue providing access and support for first-generation and low-income USF students. Scholarships totaling \$26,806 were awarded to program participants to enhance student retention. First year students entering Student Support Services in Fall 2012 were retained at a rate of 93 percent one year later, Fall 2011. Of this number, 96 percent were in good academic standing. The program assists the university in obtaining its sustainability, student access and success goals.

The grant-funded [College Outreach Program](#) (CROP) continues to provide pre-collegiate services for first-generation and low-income secondary school students. Thirty seniors (97%) of CROP 2012 high school graduates have applied to a post-secondary institution with 80 percent already accepted for fall semester. District GPA average for seniors is 3.28 and 19 percent are eligible for Bright Futures Scholarship and will graduate from their respective schools with honors.

[Upward Bound](#) Program provides fundamental support to participants from low-income families and students from families in which neither parent holds a bachelor's degree (first-generation college students) in their preparation for college entrance by providing programs and strategies to motivate students to graduate from high school and prepare them with the knowledge, skills, and confidence that will propel them toward earning a baccalaureate degree and obtaining fulfilling careers in many professions, including those with a STEM focus.

At the end of the 2010-2011 academic year, 93 percent of program students were retained in the Upward Bound Program while 84 percent of graduating seniors enrolled in college. Of those enrolled in college, 85 percent persisted in college from the freshman to sophomore year. In 2011-2012, 40 seniors are expected to graduate high school. Eighty-

five percent (85%) have received acceptance into college, with 31 of those seniors enrolling at a four-year university. Eight have met Bright Futures requirements.

**ENLACE** (ENcouraging LATino College Excellence) is a program designed to promote academic success, retention, and graduation of Latino students. Focusing on first generation in college students from limited income families, the program helps students make a smooth transition to campus life and provides services designed to help create a strong sense of community of students. ENLACE provides guidance through academic advising and counseling in professional and personal development. Students are encouraged to participate in community outreach programs through activities that celebrate their culture, educate their community, and provide opportunities for individual growth and development.

Celebrating its tenth anniversary at USF, ENLACE continued to provide quality services to students through its programming. In 2011-2012, ENLACE sponsored the following events in conjunction with university and community partners: ENLACE 10th Annual Breakfast; the ENLACE Day; GRE Preparatory courses; and the following are new events provided for 2011-2012: ENLACE Anniversary Picnic; ENLACE/College Link Day; the Latino Leadership Institute Latino Empowerment Program; ENLACE Community Service Red Ribbon Run; Film Screening of "The Harvest/La Cosecha"; ESOL Program Visitation; and the 9th Annual Diversity Summit.

### **Career Center**

The Career Center helps students plan, refine and implement their career goals. Overall, it has been a very productive year for the Career Center and the following initiatives and enhancements to services and programs are highlights of the many accomplishments that were achieved during 2011-2012.

The Career Center developed a new two-credit course, *Career Development for Today*, and offered ten sections over the course of the fall, spring and summer A session. Students learned how to identify their interests, abilities, skills, personality profile and work values; match their self-knowledge with career and major options; use occupational exploration resources; write a professional resume, present themselves in an interview; execute an effective job search campaign and develop a personal career action plan. Using the Career Thoughts Inventory (CTI) to measure barriers impacting a major/choice decision, the pre-post CTI data indicated a significant reduction in student's dysfunctional career thought, allowing them to make an informed career/major decision. The career course is a student success initiative and was funded by the Student Success Council.

A new Career Peer Program was developed and launched fall semester. Eight career peers (6 undergraduate and 2 graduate students) were hired and trained to provide peer-to-peer career planning and job search coaching sessions with students, conduct workshops and classroom presentations, assist at employer recruitment events and market Career Center services at campus outreach events. The Career Peer Program was a student success initiative and funded by the Student Success Council.

In collaboration with the USF Library and Starbucks the Career Center piloted a new outreach initiative called "Careers & Coffee" during spring semester. The informal format, held in the corner nook in the Library Starbucks, highlighted one employer a month in February, March and April. Recruiters spoke with students about their career opportunities and provided tips for how to be competitive in today's economy. This initiative provided a high-traffic venue for promoting Career Center services and connecting employers with students. The pilot was so successful that it will be continued in 2012-2013.

In an effort to expand and increase access to print and e-book career publications, the Career Center joined with the USF Tampa Library to develop a career collection of the latest career, job search and industry guides. Branded as the "*Career Corner*" the new collection, funded with \$10,000 from the Career Center's Student Success Project and located in section of the Library Starbucks, provides 24 hour access to the latest career publications.

In addition to the new collection, the Career Center also assigned career peers to deliver job search coaching services in the *Career Corner* during designated hours during the spring and summer semester.

The Career Center, in collaboration with Human Resources, Aramark and Student Affairs, coordinated the first campus wide celebration of National Student Employment Week, April 9-13, to appreciate and recognize the positive impact and contributions that student employees bring to the campus. Throughout the week events were scheduled, to include articles/photos of selected student employees that were showcased on the USF website.

The Career Center coordinated *Professional U*, a series of presentations to teach students the importance of creating a professional "brand", by providing strategies for developing, refining and implementing their professional brand in the job search and on their first job. Students attending all four sessions were awarded a Professional U certificate. Topics presented by Tampa Bay area professionals were: "*Employer Expectations and Out of Classroom Experiences: Building Your Professional Brand While a Student*" "*Social Media & Networking: Creating Your Online Brand*", "*Professionalism, Etiquette and Office Politics: Refining Your Brand in the Workplace*" and "*Implementing Your Skills, Time Management and Presenting a Professional Brand on Your First Job*". Co-sponsors of the series were the Colleges of Engineering and Business and the Alumni Association.

A new Interview Suite was constructed to provide a more professional setting and larger interview rooms to accommodate one-on-one, group and virtual employment interviews between employers and students.

### **Tutoring and Learning Center**

Now into the fourth year of the Learning Commons, Tutoring and Learning Services (TLS) expanded services substantially as a result of additional funds for both the Tutoring Center and the Writing Center. Tutoring experienced a 26 percent increase in students served and the Writing Center services nearly doubled. In addition, extensive services were offered to the conditionally admitted first year students during Summer B which included 16 sections of the Strategic Learning course and peer mentors in several of the large lecture courses. The Advising Center tracked this group of students and their success rates were even better than in former years when services were limited.

The additional funds provided to the Writing Center enabled TLS to provide five Writing Consultants on staff during all open hours. Further, with the addition of two graduate students to serve as Assistant Coordinators, the Center now has supervision during all open hours, which enhanced service delivery. At no point in the semester did students have to wait more than two days to get an appointment and many days they were able to be served within 24 hours. Overcrowding in the Center will be alleviated with the addition of expanded space to be completed before summer 2012.

The increased services in the Tutoring Center included several new drop-in areas staffed by tutors in collaboration with peer leaders funded by the General Education Council. This occurred in Statistics and Business Calculus. In addition, many sessions of Tutor Training were offered resulting in nearly 100 tutors trained from the Tutoring Center, Athletics, INTO, and Business Calculus. TLS staff completed the application for Level 2 and 3 certification for Tutor Training and is awaiting the review.

Several significant assessments have been completed this past year comparing semester grades of students who attended tutoring with those who did not. In two large FKL General Education Math courses--College Algebra and Pre-Calculus--students who attended tutoring three or more times in the semester had pass rates significantly higher than students who did not seek help. In General Chemistry 1 and 2, a similar result occurred. Also examined was grade data for students who enrolled in English Composition and attended the Writing Center at least once during the semester. The result was average earned grades .5 higher than students who did not attend the Writing Center. Students in tutoring were asked their grade when they started tutoring and the grade they were on track to earn near the end of

the semester and 73 percent of the students surveyed indicated at least one full grade increase, and many increased two full grades.

The USF Learning Commons regularly receives requests from institutions across the country and internationally to visit and learn from TLS's work. This year TLS received visitors from Spain, Australia, and FSU. In addition, the Director of the Tutoring Center collaborated with the Learning Center Director from FAU to organize the first statewide meeting of Florida SUS institutions. The meeting was held at Florida Atlantic and institutions were represented except New College and West Coast.

### **Retention Rates and Academic Success**

In addition to the expected improvements growing out of raising the academic profile of first year students at USF, many initiatives in Undergraduate Studies, in collaboration with faculty and advisors in the academic colleges and with programs and services in Student Affairs (including First Year Programs, Residence Halls, and others) have led to significant increases in the retention and academic success of those students. Those successes are reflected in the following tables.

#### **FTIC First Year Fall - Spring Retention Rate - Highest in Five Years**

<b><u>AY</u></b>	<b><u>Fall to Spring Retention</u></b>
2005-06	94.32
2006-07	93.87
2007-08	95.03
2008-09	96.32
2009-10	96.50
2010-11	95.65

#### **FTIC First Fall to Second Fall (1 Year) Retention Rates - Highest in Five Years**

<b><u>AY</u></b>	<b><u>Fall to Fall Retention</u></b>
2004-05	83.41
2005-06	81.91
2006-07	83.67
2007-08	86.54
2008-09	86.58
2009-10	88.09

### **Community and State College Relations**

The USF Regional consortium agreement was completed with Hillsborough Community College (HCC), Pasco-Hernando Community College (PHCC), and St. Petersburg College (SPC). The consortium agreement ensures the primary goal of enhancing the smooth transition of regional students moving from the consortium colleges to USF.

Representatives from the Office of Undergraduate Studies regularly attend the Florida College System (FCS) joint commission spring conference of the Council of Instructional Affairs/Council of Student Affairs (CIA/CSA) meetings which are held three times per year. The Director attended the first meeting of 2012 (Feb 8-11, 2012) and will attend the next scheduled meeting May 30-Jun 1, 2012 as well as the fall 2012 meeting (date yet to be determined).

The Director speaks each year at the annual Pasco-Hernando Community College advising conference which includes PHCC administrators, academic advisors and counselors from regional school districts.

Each semester, the Director speaks to HCC students in the Human Services AS program who plan to transfer into the USF BSAS. Last semester the audience was over 120 students. The AS-to-BS pathway has become very popular for this group of AS students at HCC.

An International 2+2 articulation agreement was finalized with HCC for the purpose of collaborating with HCC to recruit students from foreign areas where HCC is establishing academic relationships. UGS anticipates this agreement to be finalized before the end of the spring semester.

A 3+1 Nursing agreement with HCC was completed and signed in January, 2012 and an articulation agreement with Coast Community College District in California was finalized Fall 2011.

## **Academic Programs**

### **General Education**

The General Education Council (GEC) made important progress this year with academic plans and programs summarized in reports that will serve as General Education (GE) points of reference for the future. The two points of reference were (1) the completion of the Fifth Year Impact Report for the Quality Enhancement Plan (QEP), concluding the GE and undergraduate research efforts of the past five years, and (2) the development of the Global Citizenship General Education program, projecting an innovative GE plan for the next five years. The first report is summarized below with key GEC activities and FKL curricular progress, followed by a brief description of the second initiative, which is still under development.

The Foundations of Knowledge and Learning Core Curriculum (FKL) have been fully implemented for its second academic year. At this time there are 225 approved FKL courses with 148 designated as GE courses and 77 being Capstone Experience courses. There are also approximately 10 more Capstone Experience courses being reviewed by the GEC which are likely to be added to the core curriculum by the end of this academic year.

The GEC's sixth call for new course proposals was directed to courses for culminating educational experiences that best serve the majors while fulfilling Capstone Experience requirements. Much progress was made by the GEC in redefining the Capstone Experience (3 hours Capstone and 3 hours Writing Intensive, or 6 hours combined for a Capstone Learning Experience that integrates the two parts) and setting new guidelines with more flexibility so that courses from the majors could also become part of Capstone Experiences. This should reduce the amount of additional coursework that the Capstone Experiences entail for those degree programs already straining under tight course requirements and additional program demands. There are now 40 Capstone courses (3 hours each) with 5550 seats available each year, and 34 Writing Intensive courses (3 hours each) with 10,641 seats available, plus two (2) courses that are approved as either Capstone or Writing Intensive, adding an additional 856 seats to either category per student needs. The GEC plans to continue to accept new course proposals for the upper level Capstone Experience next year.

Recertification of courses in the FKL program has begun this year, with the first round of seven courses completing their fifth year as approved FKL courses and needing individual recertification. This first group of courses to be recertified will serve as a pilot process that will be further refined next year when five more courses are due to be recertified.

Inquiry-based Learning was the focus of five cohorts of First Year Composition classes whose instructors were selected to work as a team toward development and implementation of additional learning strategies on guided inquiry within their freshmen composition classes. Five cohorts of students were enrolled under the same five instructors for both ENC 1101 and 1102, and were taught with focused emphasis on Inquiry-based learning. Assessment data for students from these cohorts will be compared with similar data from

control groups not receiving this focused instruction to determine if any significant change occurred in their skills, knowledge or understandings as a result.

The Global Citizenship General Education program captures many of the ideas for enhancing the FKL Core Curriculum toward a stronger global education, projected for the next five year period. Responding to AAC&U's challenge for participating institutions to rethink the content and re-imagine the designs of a globally engaged general education, USF proposed a Global Citizenship General Education Program and was selected as a member of the AAC&U's "Shared Futures" initiative. As one of 32 universities participating in General Education for a Global Century, a team of faculty are reframing the current FKL Core Curriculum and creating a coherent curricular design that addresses complex global issues and social responsibility across the disciplines. The Global Citizenship (GC) Program offers a strategic opportunity for USF undergraduates to complete their General Education requirements while developing the skills and knowledge necessary for a global education.

The Global Citizenship Program will include interdisciplinary, integrative courses that focus on real-world global issues. These dual-purpose courses will enhance the impact of the FKL curriculum with additional emphasis on global learning, deeper understanding of human diversity and cultural complexity, enhanced personal and community responsibility, and enriched opportunities for development of leadership and problem solving skills.

An important feature included in the GC Program is the commitment to awarding study abroad scholarships for specially designed Global Citizenship study abroad programs. Students who successfully complete the GC course clusters, seminars, and service learning or directed research projects will receive a study abroad scholarship. Upon completion of all GE requirements and the study abroad experience, students will receive a Certificate in Global Citizenship. The program is intended to complement the students' major degree programs, offering a global education within baccalaureate degree programs that can be completed within four years.

### **Leadership Studies**

During the past academic year, the Leadership Studies (LDR) program again enjoyed a large increase in enrollment, generating 2,828 funded SCH. This is an increase of 554 SCH over last year's 2274 funded SCH (24%). Student interest in leadership as a field of study and the pursuit of the LDR Minor continues to grow.

The Leadership Studies program continues its strong collaboration with Student Affairs and continues to work closely with the Center for Student Leadership & Civic Engagement to connect students to the academic curriculum within the LDR Minor. The Leadership Studies faculty have recently updated the curriculum, refined teaching methodology, and created a conceptual framework for the LDR Minor.

The Director worked to move all previous SLS courses and Special Topics courses into the LDR prefix. Also the Director created LDR courses and learning opportunities for Orientation Team Leaders, Green and Gold Guides, and Veteran's Success courses. A total of 53 veterans have taken the Vet Success course during 2011-2012.

The Director continues to serve as the Statewide Course Numbering System's (SCNS) Discipline Coordinator for the LDR prefix to review all other SUS and Florida College System course submissions for Leadership Studies.

### **Bachelor of Science in Applied Science (BSAS)**

This bachelor's degree 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 with approximately 400 active students



majoring in the BSAS generating 32 graduates in 2011-2012, a 39 percent increase over the previous year.

Since Undergraduate Studies has discontinued oversight of the BSAS at USF Polytechnic and USF Sarasota-Manatee, the program experienced a slight decrease in overall BSAS enrollment. The regional campuses had several popular BSAS concentrations unique to their campuses, which are no longer offered through the Tampa campus due to their autonomy and separation from the BSAS Tampa-based enrollment. This lost enrollment is anticipated to be recaptured during the in 2012-2013 academic year as the BSAS-Criminal Justice, Public Health, Information Studies, and Leadership Studies appear to be growing in enrollment at a swift pace.

### **The Office of Undergraduate Research**

The Office for Undergraduate Research (OUR) became a unit of Undergraduate Studies in Fall 2011 and was relocated into a new office suite within the USF library in October 2011. The OUR established a comprehensive strategic plan with the following mission statement and strategic goals.

The OUR promotes mentored research across all disciplines by partnering with faculty and staff in all academic programs, administrative units and within the community. The office assists students, faculty, staff, administrators and community leaders in establishing research experiences that are designed to enhance a student's academic progression and foster deeper immersion in the field. The office elevates the research experience by providing all participants professional development and mentoring workshops, research training, publication and funding opportunities.

The OUR operates through commitment to the following strategic goals:

1. Promote undergraduate research at USF and nationally through publication, presentation, professional development and mentoring.
2. Vest all programs in the value of undergraduate research and provide mechanisms and resources to assure success for students and faculty.
3. Obtain extramural funding that will support access to undergraduate research especially for students from under-represented groups.
4. Collaborate with university partners to develop creative initiatives that promote undergraduate research.

To meet these goals, the OUR developed a completely revised website and "brand" that was launched January 5 2012 (<http://lib.usf.edu/undergraduate-research/>). Between Jan 1, 2012 and March 1, 2012 the OUR was the most visited link on the USF library main webpage.

A main goal of the OUR was to develop and disseminate materials that would assist students across all disciplines in understanding the process for identifying and obtaining a research experiences. To that end, the OUR established "Tiers of Engagement" (<http://lib.usf.edu/undergraduate-research/students/first-steps/>) that provide a defined pathway for students to follow regarding undergraduate research. A main component of the pathway is the *Research Self Assessment* and the *Getting Started in Undergraduate Research* workshop. Between November 2011 and April 2012 over 300 students attended 18 different workshops. Assessment data show that students who attend the workshops have a dramatic shift in their understanding of the research process and the function of the OUR. In addition, the OUR provided workshops to several student organizations, clubs and courses. All students who attend OUR workshops are added to the Undergraduate Research Interest Group Blackboard Organization. This site allows students to communicate with each other and OUR and library staff and is utilized to post research opportunities.

The OUR established a collaboration with the USF library staff and developed a "Library Resources Competency Survey" that was given to students following the *Getting Started* workshops. Library staff evaluate the surveys and recommend library resource workshops. The OUR also established collaborations with the Special Collections staff to create new

undergraduate research opportunities. During the Spring 2012 semester, four research experiences were created. Based on these collaborations, the OUR and USF library was selected to present the *session Undergraduate Research Programs and the Academic Library: How Partnership Creates Successful Research Experiences*, at the Association of College and Research Libraries virtual institute in April 2012.

The OUR Director established the OUR Advisory Committee (OURAC) to vest all colleges and other stakeholders in the functions of the OUR. The OURAC met in Fall 2011 and Spring 2012. The OUR also provided workshops/presentations to the following USF community stakeholders: CAS academic advisors, USF campus academic advisors council, USF career center staff, USF wellness team, University Leadership Council, Associate Deans Council and the Research Associate Deans Council. Drs. Pollenz, Davis-Salazar and Langford attended the *CUR Institute: Mentorship, Collaboration and Undergraduate Research in the Social Sciences and Humanities Institution* held in March 2012 at Calvin College. The attendance at this meeting resulted in a strategic plan to increase UR opportunities in social sciences and humanities.

The OUR organized the *Undergraduate Research and Arts Colloquium* in April 2012. The colloquium received a record number of applications and provided a forum for 175 undergraduate students to present their research through oral, poster or performance. A highlight of the 2012 colloquium was the participation of 37 students from the College of the Arts who presented their research through standing art, performance, video arts, posters and oral presentations. The OUR also supported four students to present at the *National Conference on Undergraduate Research (NCUR)* held at Weber State in Utah.

The OUR established collaborations with USF admissions and orientation offices and participated in recruiting initiatives including Stampede for Success and the Scholars Showcase events. The OUR will also present at all FTIC orientations beginning in June 2012.

### Army ROTC

The Suncoast Battalion (U.S. Army ROTC) continues to develop and commission top performing Second Lieutenants while building excellent relationships with the academic and Tampa community leadership. This battalion remains one of the top battalions within 6th Brigade. It achieved the top battalion award among nine other schools during the multi-state joint-level field training exercise at Camp Blanding, Florida during the Spring Semester.

The USF's Army ROTC program has a strong foundation of faculty and staff charged to instruct and assist the future generations of officer leadership. Consisting of 16 Cadre members; 6 officers, 5 non-commissioned officers and 5 government civilians, these personnel are at no-cost to any university or community college.

This year the USF Army Cadet population surged to 226 Cadets. Of these Cadets, 139 are "contracted" and receive monthly stipends that total approximately \$556,000 over an eight-month period. The battalion has 87 Cadets with a ROTC scholarship which totals over \$974,400 in benefits.

The battalion commissioned 34 Second Lieutenants into the U.S. Army during the Spring Semester of 2012. Ten of these officers graduated with honors as a Distinguished Military Graduate, placing them in the top 20% of Cadets in the nation. Two of this year's graduates earned a degree in Nursing.

USF Army ROTC Cadets participated in numerous extracurricular training and social events to include: the 2011 Ranger Challenge Competition which placed 1st in overall scoring (highest all-time best for the battalion); two field training exercises; two rifle ranges; numerous joint color guards for the USF athletic department and Tampa Bay Rays and Lightning teams; community service in support of Operation Helping Hand assisting wounded veterans and their families at the James A. Haley Veterans' Hospital in Tampa.

The USF Army ROTC program is highly involved in foreign affairs. The battalion sent one Cadet to Russia in a study abroad program in International Politics. Working with Cadet Command's Culture & Language Awareness Program (CULP), we sent eight Cadets to countries across four continents.

During the summer months, selected USF Army ROTC Cadets attended and graduated from highly coveted US Army schools. Four Cadets attended Air Assault School, two Cadets attended Airborne School, one Cadet attended Northern Warfare School and eight Cadets were selected for the Cadet Troop Leader Training (CTLT), which provides Cadets the opportunity to experience leadership in Army Table of Organization and equipment (TO&E) units over a three to four week period.

### **Air Force ROTC**

The University of South Florida's Air Force ROTC (AFROTC), Detachment 158, continues to train, educate, motivate and commission leaders of uncompromising character for the United States Air Force (USAF). Cadet enrollment for the 2011-2012 Academic Year reached as high as 128 cadets in the Fall semester, and is currently at 83 cadets from the University of South Florida and 14 other cross-town colleges and universities. Of these cadets, 36 are recipients of Air Force scholarships totaling \$345,788 for this academic year. The 2011-12 graduating/commissioning class consists of 14 outstanding Air Force officers in a myriad of career fields to include Pilot, Combat System Operator, Cyber Operations, Contracting, and Force Support.

Detachment 158 also supports active duty Air Force officers and enlisted members attending University of South Florida under the Air Force Institute of Technology. These 10 members are earning advanced degrees in technical disciplines or participating in the nursing program.

The detachment cadre consists of four officers, two non-commissioned officers, and a USF Senior Staff Assistant. To assist in unit administration and recruiting, the Air Force supplemented the detachment with an Individual Mobilization Augmentee and a "Gold Bar" Recruiter. Despite a high operations tempo in the detachment, AFROTC cadre continues to support the Global War on Terrorism. In October 2011, the Non-Commissioned Officer in Charge deployed to support United States Embassy operations in Tashkent, Uzbekistan for six months.

Throughout the academic year, the Cadet Wing spent countless hours planning and participating in more than 100 community-service, social and professional activities in and around the greater Tampa area. Most recently, Detachment 158 hosted the annual Air Force Association Junior ROTC Drill Competition featuring 14 high schools and over 500 students from the central Florida region. Teams competed in drill and ceremony, honor guard and exhibition marching events all organized and judged by cadets of Detachment 158. Additionally, the National Basketball Association selected Detachment 158 cadets to participate in the nationally televised 2012 NBA All Star Game festivities in Orlando, FL. Furthermore, Detachment 158 sent an athletic team to Embry Riddle University to compete in the annual "Lime Cup", an AFROTC region-wide sports tournament featuring over 200 participants and fans from University of Florida, University of Miami, Florida State University, University of Central Florida, Embry-Riddle University and Valdosta State; Detachment 158 placed first of the seven teams.

Finally, Detachment 158 continues to promote global awareness of our future military officers. This year cadets participated in study abroad programs in France, Panama, Chile and Argentina and had the opportunity to attend dialog sessions with 10 high ranking Coalition officers from all over the world. These forums enhance learning and broaden perspectives as the cadets begin their military careers while highlighting the importance of building multi-national relationships with other countries.

### **Naval ROTC**

The University of South Florida's Naval Reserve Officers Training Corps (NROTC) Unit, continues to develop midshipmen mentally, morally and physically and to imbue them with the highest ideals of duty, and loyalty, and with the core values of honor, courage and commitment in order to commission college graduates as naval officers who possess a basic professional background, are motivated toward careers in the naval service, and have a potential for future development in mind and character so as to assume the highest responsibilities of command, citizenship and government.

In August 2011, the NROTC program welcomed thirty-six new students, including 32 scholarship students and 4 active duty Sailors and Marines. Total enrollment for the 2010-2011 Academic Year reached as high as 110 students at the beginning of the Fall semester. Nearly 70% of enrolled students are under "contract" and receive yearly benefits totaling over \$1 million for tuition, books, fees and monthly stipends.

The University of South Florida Naval ROTC produced a total of twenty-five new officers during 2011-12 academic year including twelve Navy and thirteen Marine Corps officers. These new leaders were detailed to their selected service warfare specialties of Aviation, Submarine, Surface, Special Operations, and Ground Warfare Officer communities.

In February 2012 USF NROTC hosted the 8th annual "Battle of the Bulls" Drill Meet for local NJROTC high school programs. Sixteen high schools participated in the one day competition with over 1,000 high school students attending this dynamic event. Other USF NROTC Community Outreach and Service Programs actively engaged the Tampa Bay Community continuing to support the Great American Teach-In, the American Cancer Society Relay for Life, Adopt-a-Highway, and "Support the Troops".

Members of the Buccaneer Battalion have represented the University of South Florida NROTC Unit as several competitions throughout the south east. They traveled to The Citadel in Charleston, SC to compete in an endurance competition, "The Citadel Challenge" as well as the Citadel Sailing Regatta. The drill team competed in the squad armed category at the annual Tulane Drill Competition in New Orleans, LA. Locally the student have put together teams to compete in the annual Mattar Relay race aboard MacDill Air Force Base and for the first time, at the Tough Mudder endurance race held in Tampa.