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# ANNUAL REPORT

AY 2013-2014

*The multiple roles, functions and responsibilities of the units that comprise Undergraduate 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 Office of Graduate Studies, academic colleges, the library, Student Affairs and many others throughout the university.*

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# TABLE OF CONTENTS

<b>QUALITY ENHANCEMENT PLAN</b>	<b>1</b>
<b>STUDENT SUCCESS</b>	<b>2-7</b>
Student Academic Appeals and Grievances .....	2
Academic Advising and Tracking .....	2
Office of Academic Advocacy .....	3
First Year Programs and Transitional Advising Center .....	3
First Generation and Pre-Collegiate Programs .....	4
Office of Orientation.....	5
Tutoring and Learning Services.....	5
Academic Integrity and Ethics in Integrity Council .....	6
Common Reading Experience.....	7
Global Citizenship Program .....	7
<b>ACADEMIC PROGRAMS</b>	<b>8-12</b>
Undergraduate Catalog.....	8
Course Inventory.....	8
Course Conversion.....	8
Bachelor of Applied Science .....	8
Leadership Studies .....	8
TECO Cohorts.....	9
Strategies for Veteran Success Course .....	9
Office of Undergraduate Research .....	9
General Education Council.....	11
Undergraduate Council.....	11
Military Minor .....	11
Army ROTC.....	11
Air Force ROTC .....	12
Navy ROTC.....	12
<b>COMMUNITY AND STATE COLLEGE RELATIONS</b>	<b>13</b>
Reverse Transfer .....	13
Other Highlights .....	13

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# QUALITY ENHANCEMENT PLAN

Development of the Quality Enhancement Plan (QEP) began in AY 2013-2014. In June 2013, the Provost and Executive Vice President, Ralph Wilcox, appointed a QEP Steering Committee charged with the selection and development of USF's 2015 QEP. The QEP Steering Committee is composed of 31 administrators, faculty, staff, students and alumni from across the university, including representatives from the Colleges of Arts and Sciences, Behavioral and Community Sciences, Business, Education, Engineering, Marine Science, Nursing, Public Health, The Arts and Undergraduate Studies. After three months of deliberations, the QEP Steering Committee unanimously voted to select *The Global Citizens Project* as the theme of USF's 2015 QEP. This topic was selected based on: 1) USF's mission, vision and values; 2) USF's 2013-2018 Strategic Plan; 3) institutional assessment data; and 4) USF's 2005 QEP.

Once the topic was selected, work began to define appropriate student learning outcomes that would guide the development of the QEP. The QEP Steering Committee identified two existing dimensions of the Foundations of Knowledge and Learning Core Curriculum that will serve as starting points: Human and Cultural Diversity and Global Context. Forty-two faculty then endeavored to refine these dimensions into measurable student learning outcomes. Refinement continues.

A QEP Curriculum Development Team and a QEP Co-Curriculum Development Team, involving 25 individuals, were formed to develop the specific strategies, programs and opportunities that will address the defined learning outcomes. Three strategies have been identified: 1) development of a Global Citizens medallion for students; 2) infusion of the defined learning outcomes into all general education courses in the core areas of Social and Behavioral Sciences, Humanities, Fine Arts and Human and Cultural Diversity in a Global Context; and 3) support for departments to "globalize" their majors. Faculty and staff professional development will also be planned to support the three strategies identified. Next steps include further refinement of the student learning outcomes and strategies, development of a budget, an assessment plan and an implementation/administrative plan and a professional development plan.

# STUDENT SUCCESS

## **Student Academic Appeals and Grievances**

This academic year, Undergraduate Studies processed over 475 academic petitions and appeals, academic sanctions on 47 students for academic integrity misconduct and multiple communication notices to the academic deans for 32 student suspensions determined by the Office of Student Rights and Responsibilities.

The Office also approved 54 double major and dual degree requests.

## **Academic Advising & Tracking**

Undergraduates Studies (UGS) expanded its partnership with colleges and administrative areas across the university to enhance student success through academic advising and tracking. In addition to efforts designed to enhance the value of USF's academic tracking systems, UGS also serves as an articulation point for advising leadership across the colleges as well as the Council on Academic Advising to support their continued growth of advising effectiveness with regard to progression, retention, and graduation.

Academic tracking is a primary area that UGS, advising leadership and academic advisors across the university have made substantive investments in during 2013-2014. Following development of the academic tracking concept in 2012-2013, efforts this year resulted in a pilot of the ATLAS system to all 2012-2013 and 2013-2014 full-time, FTIC students as well as a smaller pilot to students at risk of excess hours.

A primary focus and concern of academic advising this year has been on minimizing student's excess hours and developing best practices to support timely student progression in light of new or changing university policies, Florida statutes and legislative budgeting processes. Through their focus on such efforts as the Degree Progression policy and excess hours legislation, USF's academic advisors have worked tirelessly to help students understand, plan for and effectively navigate those changes.

To continue the professional growth of USF's academic advisors, advising leadership has expanded on the career ladder by drafting an evaluation process for advisors, created centralized training modules and grown professional development opportunities and processes. In addition to the advising community's preparation for hosting the statewide Florida Academic Advising Drive-In at USF in May 2014, a number of academic advisors published advising articles, won advising awards and were recognized at the local, state and national levels for their efforts.

## **Office of Academic Advocacy**

In the first year of operation, the Office of Academic Advocacy (OAA) initiated outreach to over 5,000 students to encourage retention, progression and graduation. The collaboration with advisors, colleges and other institutional departments was vital in reaching at-risk student populations. The staff

# STUDENT SUCCESS

also monitored students' records and liaised with the Office of the Registrar's to update over 700 records to ensure students were eligible for registration and had an accurate academic standing.

It was a busy year for academic policy and OAA participated in review of thousands of student records to better understand the impact of excess hour surcharge, degree progression and performance metrics on USF's undergraduate student populations.

A new member was welcomed to the OAA team; the new Freshman Retention Advocate has already reached out to hundreds of first-year students on academic probation to provide guidance. She is developing a communications plan for freshman retention including answering first-year student questions on Facebook and writing articles for the *Parent and Families BULLETIN*.

## **First Year Programs 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 completion. During the 2013-2014 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 their current major) remained the primary focus.
- The curriculum for the U-Decide sections has again been very successful with outcomes based on transitional issues encountered in University Experience courses with additional emphasis on major selection and career exploration.
- Collaboration designed for early and effective intervention of students with specific academic and career needs continued to be another area of focus for TRAC. Exploratory students of all abilities and regionally and globally have benefited from more efficient intervention resulting from the collaborative efforts between TRAC and Students with Disability Services, INTO Pathway program and Career Services. In addition to the collaborative intervention efforts, research evaluating established interventions has resulted from the partnership between TRAC and The Department of Psychological and Social Foundations in the College of Education.
- The University Experience course (SLS 1101) continued to be a vital aspect of student success at USF. The course is a two-credit hour elective course designed specifically for first-year students to welcome them to USF.
- Academic Foundations Seminar (SLS 2901), which was new in Spring 2013, continues to be offered and will be adopted for all first year experience sections in the Fall. Additionally, students not living in the Residence Halls as first year students will be mandated to take the course starting in Fall 2014.
- 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

# STUDENT SUCCESS

strong degree option for students with an Associate in Science degree as enrollment continued to grow in this program.

## **First Generation Access and Pre-Collegiate 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 identifies qualified individuals through a review of the admission applications, standardized test scores and academic records. Each year a limited number of students enter USF through these programs. FGAPP also administers federal and state funded pre-collegiate programs charged with serving the needs of underserved students in Hillsborough County.

- 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. 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. The 2012 student retention rate for FSI students after their first year (fall to fall) was 98 percent.
- Student Support Services (SSS) is a program that assists the university in obtaining its sustainability, student access, diversity and success goals through a federal grant. The program received a continuation grant in the amount of \$274,585, enabling the program to continue providing access and support for first-generation and low-income USF students. During the 2013-2014 academic year, scholarships totaling \$13,000 were awarded to program participants to enhance student retention. First-year students entering SSS in Fall 2012 were retained at a rate of 90 percent one year later. Of this number, 92 percent were in good academic standing at the end of the Fall 2013 semester.
- The state grant-funded College Reach-Out Program (CROP) continues to provide pre-collegiate services for first-generation and low-income secondary school students in grades 8 through 12. One hundred percent of CROP's 2014 high school graduates have applied to a post-secondary and of those who have applied, 75 percent of the seniors have been accepted into a public or private college/university. The current school district GPA average for CROP seniors is 3.04.
- Upward Bound provides fundamental support to participants in grades 8 through 12 from low-income families and students from families in which neither parent holds a post-secondary degree (first-generation college students). The program helps students in 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. Eighty-six percent of graduates from the 2013 Upward Bound class enrolled in college. For the class of 2014, all 35 students are expected to graduate from high school and all have applied to college. To date, 77 percent of the class of 2014 have been accepted into college.
- ENLACE (ENCouraging LATino College Education), a program designed to promote the academic success, retention and graduation of Latino students, focuses on first generation in college

# STUDENT SUCCESS

students from limited-income families. In the 2013-2014 academic year, the program celebrated its twelfth year anniversary at USF and continues to provide guidance through academic advising and counseling in professional and personal development. This year, the ENLACE Program sponsored the following events in conjunction with university student organizations and departments as well as with community partners: ENLACE Anniversary Picnic; ENLACE Annual Breakfast; ENLACE Days; GRE Preparatory courses and GRE CD preparation loans; and the PASOS al Futuro Project. In the Spring term ENLACE implemented a Tutoring Outreach Program, which serves 36 K-5 graders from a local elementary school through the Y-Afterschool Programs.

## **Office of Orientation**

Overall for the 2013-2014 academic year, orientation was conducted for approximately 4,339 first-year students and 5,678 transfer students.

The Office of Orientation created the following new initiatives:

- Glo-Bull Beginnings Week – A program for undergraduate, international students to prepare them for being a student at USF and living in the United States.
- Transition Mentor Leader Program –The program was created to support the unique needs for students who transfer to USF. As former transfer students themselves, the Transition Mentors provide direct peer-to-peer support before, during and after the transition of incoming transfer students. In building these connections early, new transfer students are coming to USF with personal relationships with current USF students and mentors to connect them to the various departments across campus.

## **Tutoring and Learning Services**

With significant increases in the usage of all services offer by Tutoring and Learning Services (TLS), TLS is now completing its sixth year of the Learning Commons.

- SMART Lab - The SMART Lab has been completely maximized and 3,600 students were enrolled in SMART lab courses during the Fall 2013 semester. This included all sections of Intermediate Algebra, College Algebra, Finite Math and Pre-Calculus and several sections of Business Calculus remain in partial use of the lab. Spring 2014 shows enrollment of 2,400 students in the same courses (spring is typically a lower enrollment semester for these courses). Pass rates and withdrawal rates are remaining consistently better than the former course models, averaging 82 percent overall as compared to an average of 61 percent, which is formerly the pass rate at USF. TLS's work with redesigned courses in the SMART Lab continues to draw interest nationally through conference invitations and several article submissions.
- Intermediate Algebra to College Algebra Pass Rates - A recent data analysis revealed that 72 percent of the students who took Intermediate Algebra in the SMART Lab during the Fall 2013 semester are currently taking College Algebra and are passing. Prior to this, most of these students did not pass College Algebra.

# STUDENT SUCCESS

- STEM Tutoring - As of May 2014, funding from the STEP grant will have been exhausted. For the past five years STEM tutoring has grown significantly and includes Calculus 1, 2 and 3, as well as Physics 1 and 2. Once STEM tutoring was moved into the SMART Lab in 2012, the number of students using tutoring in those course areas increased by 12 percent and the number of visits increased by 35 percent. This has remained consistent for the current year as well and may be on track to increase again.
- Tutoring Training – TLS is in the process of submitting an application for the Tutor Training program to be certified at Level 3. This is the top level of training and is considered “Master Tutor” level. This involved a pilot program in which experienced tutors have been attending the equivalent of a one-credit hour course.
- Writing Center - This year TLS has been able to significantly broaden the scope of departments and colleges from which Writing Consultants are selected; new this year include: the Departments of Communication, English, Philosophy, World Languages, Women’s and Gender Studies and the Colleges of Engineering and Education.
  - Other accomplishments from the Writing Center include the third annual Dissertation Forum in collaboration with the Library; an International Writing Center Association Research Grant for several i-Pads that will be used to record Writing Center appointments and email the recording to students; and the TLS Writing Center Coordinator has received notification that she is an alternate for a Fulbright Scholarship to study in Sweden next year.
- Tutor and Teaching Assistant Accomplishments - Each year TLS celebrates the accomplishments of the tutors and graduate students as they move on to new opportunities. They continue to report that their experience and training as tutors plays a significant role in their success in graduate school offers. This year tutors and student staff have been accepted into graduate programs in Mathematics, Engineering, Medical Sciences, Pharmacy and Medical School. In addition, two of the SMART Lab Teaching Assistants have been offered assistant professor positions.
- Statewide Initiative - In collaboration with the Learning Center Directors from the State University System (SUS), the first statewide association, FCLCA, for learning center professionals has been established and Dr. Maher is the first president. The first annual conference was held April 10-11 at FSU with 100 learning center professionals attending.

## **Academic Integrity and Ethics and Integrity Council**

Continued strategies to bring attention to the value and core principles of ethics and integrity for students, faculty and staff were made this year. All orientation sessions for FTIC and transfer students again included a segment focusing on ethics and integrity. The Academic Integrity impact video was shown, encouraging ethics and integrity through promotion of the Commitment to Honor. Students received a copy of the Commitment to Honor and stood and read it aloud together as part of the Academic Essentials session.

# STUDENT SUCCESS

The Ethics and Integrity Council (EIC) met regularly and continued its planning and events for promotion of awareness and valuing of ethics and integrity as core principles in higher education. Four EIC representatives participated in the 26th Annual Conference of the International Center for Academic Integrity, held in Jacksonville, Florida. Other initiatives included working with Vice President Tom Miller in administering the second annual Academic Integrity Survey to all Tampa students and faculty. Results from this survey are pending and will be reviewed with comparisons made to national norms and baseline statistics from the first survey to provide information about the goal of building a stronger culture of integrity at USF.

## **Common Reading Experience**

This year's launching of the Common Reading Experience (CRE) resulted in many opportunities for freshmen students and others in the university community to participate in a common intellectual experience and a variety of curricular and co-curricular events around a common book. Undergraduate Studies and Student Affairs personnel worked together to develop and implement an action plan on themes from the book that are relevant to students in today's world. The CRE workgroup selected the slogan "One Book – Global Connections" to align the program with the university's strategic plan. This year's selected book was *The Immortal Life of Henrietta Lacks*, written by Rebecca Skloot.

All Orientation sessions for FTIC students included a short segment focusing on the purpose of the new CRE program and introduced the selected book and its themes (n~4250). The Office of Orientation provided free books to all FTIC students attending orientation. Freshmen, resident advisors, Orientation team leaders and other student mentors received a free copy of the book.

The CRE book was integrated into the freshmen curriculum through assignments in all first-year composition (n~7500) and University Experience classes (n~1700). Other educational experiences for freshmen were presented through many forums, faculty-panels, book talks, etc. Parent & Family Weekend encouraged student and family discussion.

The Lacks family members came to USF, sponsored by Frontier Forum (CAS) in a standing-room-only audience in the Oval Theatre.

## **Global Citizenship General Education Program**

The Global Citizenship General Education Program accepted its third cohort of students (80) and sent 20 students abroad on \$2000 scholarships. Sixteen students in the Global Citizenship Program joined the new Global Citizenship Living Learning Community, which was launched this year.

# COMMUNITY & STATE COLLEGE RELATIONS

## **Undergraduate Catalog**

The Undergraduate Catalog underwent a transformation during the 2013-2014 academic year. While the full version of the catalog is still available in pdf, the catalog is now searchable by major, college, eight semester plans, to name a few search areas.

## **Course Inventory**

An on-line course inventory—USF Course Inventory—was created that is a searchable database of all state-approved USF courses; this is a USF System tool. The database is searchable in many ways, but the most popular are: level (graduate/undergraduate), college, institution and general education core area.

## **Course Conversion**

In Phase 1, USF undergraduate courses were compared against similar courses from other SUS institutions to determine which courses should be reduced from four or more credit hours to three credit hours. The Phase 1 courses were changed in USF's systems in March 2013, prior to the start of registration.

In Phase 2, USF courses that were four or more credit hours that did not align with courses from other SUS institutions were analyzed (not including courses classified as internship, field experience, directed study and research), to determine which courses should be converted to three credit hours or converted to lecture and lab courses. All 1120 and 1121 language labs were discontinued. Phase 2 of the credit hour conversion was completed in time for Summer and Fall 2014 registration.

## **Bachelor of Science in Applied Science**

The Bachelor of Science in Applied Science (BSAS) 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 210 active Tampa students currently majoring in the BSAS as of early April 2014. The most popular concentrations remain: Criminal Justice, Public Health, Leadership Studies and Information Technology

## **Leadership Studies**

In Fall 2013, the Leadership Studies minor was streamlined to include fifteen required hours instead of the prior eighteen required credit hours. The minor continues to require: Leadership Fundamentals, Leadership Theories and Leadership Capstone courses. However, one course each from each of the two dimensions (personal and global/organization) is required. Sixty students graduated with a Leadership Studies minor.

Due to the limited funding resources available for instructors' reimbursement, course offerings are limited to one section per semester, with the exception of the Fundamentals course, which typically

# COMMUNITY & STATE COLLEGE RELATIONS

offers two sections a semester. Many sections of the Leadership courses are full and students have asked for course capacity overrides to get into closed courses.

The Leadership Studies program continues its strong collaboration with Student Affairs and continues to work closely with the Center for Student Leadership & Civic Engagement (CLCE) to connect students to the academic curriculum within the Leadership minor.

Five Student Affairs employees who teach Leadership Studies courses have participated in Innovative Education's TO 101: How to Teach Online course. The instructors are working to convert the course to an online format for Fall 2014, with three additional courses ready for Spring 2015.

A member of the Undergraduate Studies' team was part of the interview committee for the new Director for the CLCE.

## **TECO Cohorts**

Undergraduate Studies works in concert with the School Of Public Affairs to deliver Public Administration and Leadership Studies coursework to the TECO cohorts. The School of Public Affairs provides instructors and schedules the courses, while Undergraduate Studies provides admissions help, academic advising and other miscellaneous services.

Spring 2014, USF admitted twenty-three TECO employees who make up cohort 2. Seventy-four percent of the students have come to USF with an A.A. degree from Hillsborough Community College (HCC) and the other 26 percent came to USF with an A.S. degree from HCC. These 23 students have declared either BSAS or BGS majors and will complete 36 hours of concentration coursework, in addition to other coursework to complete the required 120 credit hours for the majors. The anticipated graduation date for cohort 2 students is Summer 2016.

Fall 2012 a cohort of 20 TECO employees began their career at USF, declaring the BSAS Leadership Studies concentration, with an anticipated graduation date of Spring 2015. Several students expect to graduate Summer or Fall 2014.

## **Veteran Success Course**

The Strategies for Veteran Success course (SLS 3407) continues to be a popular course among Veterans, with Dr. Larry Braue, Director of Veterans Services, providing instruction for the course. Two sections of the course are held each academic year—one in the fall and the other in spring.

## **Office of Undergraduate Research**

The Office for Undergraduate Research (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

# COMMUNITY & STATE COLLEGE RELATIONS

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.

- OUR Training Workshops - The OUR offered 24 *Getting Started in Undergraduate Research* workshops during Summer/Fall 2013 that were attended by 435 students. Over 60 percent of the students are first- or second-year students. In addition to the *Getting Started* workshop, the OUR developed the *Researching a Mentor* workshops and offered 24 sessions during AY 2013-2014, attended by 267 students. The OUR also provided ten individualized UR workshops for the faculty and student groups (~220 students):
- Development of Novel UR Opportunities - OUR provided UR projects for 10 undergraduates. The OUR offered the CREATE Scholars Program (Creating Research Experiences and Activities Through Teaching Enhancement). The OUR supported 19 courses that provided 410 students UR experiences. The success of the initiative was validated by a survey where greater than 85 percent of the CREATE student researchers indicated that they gained elevated confidence across 12 research competencies. In addition, 52 CREATE student researchers presented their projects at the Undergraduate Research and Arts Colloquium.
- OUR Funding, Presentation and Publication - The Director submitted a \$2.5 million grant to HHMI designed to create an integrated biology curriculum to inspire the next generation of STEM majors. If funded, this proposal will provide UR activities through the general biology lab sequence and bring inquiry and problem solving to the lecture sections to 2,000 students a year.
- Scholarships and Funding:
  - Research in Arts Scholarship supported five students who developed creative works that are on display in the OUR office suite.
  - Interdisciplinary Research Scholarship promotes student engagement in interdisciplinary research at USF and is in direct alignment with the USF Strategic Plan. Five awards were made and three of the projects were presented at the UR Colloquium.
  - Undergraduate Research Travel Grant was awarded to three students.
- Undergraduate Research and Arts Colloquium - The colloquium received a record number of applications and provided a forum for nearly 300 undergraduate students to present their research through 235 oral, poster or performance sessions. All USF colleges with undergraduate programs were represented. This was a 15 percent increase in the number of presentations compared to AY 2012-2013. Twenty-five presenters received \$250 Research Excellence Awards as nominated by the facilitators.
  - The Take Your Class to the Colloquium initiative provided a structured program for faculty to engage their students with the presenters. This program allowed over 350 students to be inspired by the research and obtain information about UR.

# COMMUNITY & STATE COLLEGE RELATIONS

## **General Education**

The approved list of state-mandated general education courses became final this year. The USF System (USF, USF-SP and USF-SM) collaborated in the preparation of proposals for the state-mandated courses currently not offered in the USF System. Half of these were sent to the state for approval by the end of the academic year. The rest remain in progress.

With the list of state-mandated courses confirmed, the General Education Council (GEC) resumed recertification of existing general education courses, approving 30 recertification proposals. The GEC also approved five new Capstone course proposals, three new Writing Intensive course proposals, three new lower-level course proposals, and three substantive change requests.

An Assessment Committee was formed to coordinate the collection of assessment data from faculty teaching general education courses. The GEC charge was changed at the end of the academic year: the Chair is now elected by the GEC and is a voting member. Previously, the Chair was appointed by the Provost and was not a voting member. Finally, the GEC provided input on the Quality Enhancement Plan (QEP) in regards to general education.

## **Undergraduate Council**

The Undergraduate Council had thirteen meetings in AY2013-1014, approving 91 new courses, 53 course changes to existing courses, 10 new curricular items and 25 curriculum changes to existing programs. The members of the Council discussed university policies and processes related to academic issues, with five changes being approved, including the use of PTE Academic (Pearson Test of English) as an additional measurement of English language competency in the university's undergraduate admissions process. The minimum score of 53 on the PTE Academic computer-based test was reviewed and compared to TOEFL-iBT and IELTS test scores and approved as an appropriate standard for university admissions as the university reviews the growing number of international undergraduate applicants.

## **Military Minor Certification**

The University of South Florida offers minors in Aerospace Studies, Military Science and Naval Science. The three minors are certified through Office of Undergraduate Studies; AY 2013-2014 saw 25 students who graduated with one of the three military minors.

## **Army ROTC**

The University of South Florida's Army ROTC (AROTC) Suncoast Battalion again exceeded its assigned mission and continued to produce top-tiered Second Lieutenants for the U.S. Army. This battalion remains one of the top three battalions within 6th Brigade. As a result, the Suncoast Battalion was chosen to spearhead the platoon tactics training for a multi-state field training exercise that involved ten ROTC programs and successfully trained over 250 Cadets at Camp Blanding, Florida.

# COMMUNITY & STATE COLLEGE RELATIONS

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 eight officers, six non-commissioned officers, and five government civilians, these nineteen personnel are no-cost to USF or any of the program's partnership or affiliated schools.

This year the USF Army Cadet population surged to 220 Cadets. Of these Cadets, 136 are "contracted" and receive monthly stipends that total \$544,000 over an eight-month period. The battalion has 58 Cadets with a ROTC scholarship which totals over \$649,600 in benefits. The battalion commissioned 38 Second Lieutenants into the U.S. Army during 2013, far exceeding its mission of 31 Second Lieutenants. Six of these officers graduated with honors as Distinguished Military Graduates, placing them in the top 20 percent of Cadets in the nation.

## **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 2013-2014 Academic Year reached as high as 128 cadets in the Fall semester, and is currently at 81 cadets from the University of South Florida and 11 other cross-town colleges and universities. Of these cadets, 27 are recipients of Air Force scholarships totaling \$241,402. The 2013-2014 graduating and commissioning class consists of 17 outstanding Air Force officers.

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 six members are earning advanced degrees in technical disciplines or participating in the Nursing program.

## **Naval ROTC**

The 2013-2014 academic year has been filled with opportunities for students of the University of South Florida's Naval Reserve Officers Training Corps (NROTC) to experience the richness and diversity of college life while working towards their final goal: to earn commissions in the U.S. Navy and Marine Corps.

New student orientation, held in the CWY building and other areas on campus, helped NROTC welcome 18 new Midshipmen and Officer Candidates. The unit is slightly smaller this year, mustering 89 students, most of whom are on scholarships and providing financial compensation to USF of over \$1 million. USF NROTC commissioned 19 new Ensigns and 2<sup>nd</sup> Lieutenants throughout the year.

The Drill Team and Color Guard continue to support USF activities, including football and other athletics, academic conferences and Veterans' events. Community service activities included: continuing support for the James A Haley VA hospital, wounded warriors programs, the National Veteran's Wheelchair games held in Tampa, Operation Helping Hand and the Battle of the Bulls Junior ROTC Drill Meet.

# COMMUNITY & STATE COLLEGE RELATIONS

## **Reverse Transfer**

USF is in the second year of the “Credit When Its Due (CWID) project, funded by Helios Education Foundation, Lumina Foundation, Kresge Foundation, USA Funds and the Bill and Melinda Gates Foundation.

The regional consortium with USF now includes the following state and community colleges: Hillsborough Community College (HCC), Pasco-Hernando State College (PHSC), Polk State College, St. Petersburg College (SPC) and State College of Florida, Manatee–Sarasota. The Memorandum of Understanding (MOU) was recently revised to include language that was added to the USF undergraduate application to notify Florida transfer students of potential for review of their academic work from their transfer institution.

To-date more than 300 students have been awarded an A.A. through the reverse transfer efforts.

## **Other Highlights**

Advisors from the Transitional Advising Office have continued to meet with faculty, advisors and students at the regional state and community college to discuss transfer issues and articulation opportunities.

