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ANNUAL REPORT

AY 2014-2015

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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QUALITY ENHANCEMENT PLAN

Development of the Quality Enhancement Plan (QEP), the Global Citizens Project entered its second year. In AY2013-2014, the topic of global citizenship was selected, draft learning outcomes were defined, and three program goals were identified. AY2014-2015 focused on developing implementation plans for the three program goals, establishing the appropriate administrative structure and budget, crafting a supporting professional development plan for faculty and staff, outlining an assessment and evaluation plan, and promoting the Global Citizens Project to all university constituencies. Detailed information regarding the Quality Enhancement Plan may be found at www.usf.edu/gcp. At the time of the writing of this report, the visit of the SACSCOC On-Site Reaffirmation Committee was to occur in one week's time (week of April 6, 2015). The results of the reaffirmation visit will be reported in the 2015-2016 Annual Report.

STUDENT SUCCESS

Student Academic Appeals and Grievances

This calendar year, Undergraduate Studies processed 366 academic petitions and appeals, academic sanctions on 46 students for academic integrity misconduct and multiple communication notices to the academic deans for 30 student suspensions or dismissals determined by the Office of Student Rights and Responsibilities.

The Office approved 161 double major requests and denied or asked for reapplications for 28 others. A total of 131 dual degree requests were approved, with denials or reapplications requested for 25 others. These applications for double majors and dual degrees were reviewed in coordination with college academic advisors for the purpose of monitoring Excess Credit Hours for students and the University.

UGS also assisted Student Affairs and the Registrar with college notifications, degree designations and planning for honors for 23 deceased students that were memorialized in the Student Government's Student Memorial Service for 2014.

Academic Advising & Tracking

Undergraduates Studies (UGS) continued expanding its partnership with colleges and administrative areas across the university in 2014-2015 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 continued to be a primary area where UGS, advising leadership and academic advisors across the university made substantial investments together during 2014-2015. Building on what we learned from a pilot of the ATLAS system in Degree Works during 2013-2014, academic advising implemented a focused tracking process in ATLAS designed to support retention of at-risk first-year students as well as students at risk of excess hours through creation of semester-by-semester academic plans. As a way of focusing resources and student support efforts, academic advising also began exploring the use of predictive analytics through a partnership with software company Civitas with plans for an early summer 2015 pilot.

The continued professional growth of USF's academic advisors was a prominent effort throughout the year with a number of key initiatives. Implementation of the Academic Advisor Career Path took place after finalizing a centralized performance management program and resources were made available in the 2014-2015 fiscal year. Following quickly from the Career Path's establishment was the creation of a formative Professional Development Program for academic advisors to expand their professional Career Path competencies along with implementation of centralized training modules for all new advisors.

Along with these two major initiatives, UGS is also assisting with coordination of an initiative designed to enhance the transfer student experience. As part of that effort we re-established a community college relations role with a focus on expanding partnerships with colleagues across USF as well as the state and community colleges in the region. The newly appointed Assistant Director for

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State & Community College Relations has already begun efforts to streamline academic pathways from our state/community college partners to USF and to establish an electronic set of resources for transfer students planning to attend USF.

Academic Enrichment Center

The Academic Enrichment Center (AEC) is committed to the total development of the USF student-athlete, including academic achievement, personal development, career development, and community involvement made available throughout the academic year. Emphasis is placed on empowering student-athletes to take ownership in their education. Components of the program include weekly meetings with a learning assistant, objective-based study hall, access to content tutors, a learning specialist (if needed), as well as ongoing academic advising. With the support and guidance of Academic Services, USF student-athletes have reached a Graduation Success Rate (GSR) of 83 percent.

In 2013-2014, student-athletes involved in the Enhancing U program developed leadership skills, planned their career, cultivated relationships, and completed over 1,200 community volunteer hours. Beginning in fall 2013, the Mentoring U Selmon Style program offers student-athletes an opportunity to prepare for professional life after graduation beginning sophomore year with an application process, a class in their junior year, and culminates their senior year with a one-on-one mentoring experience. USF was recognized with an Apple Distinguished Program award in 2012-2013 for the "Anytime, Anywhere" program for student-athletes and continues to provide every student-athlete a MacBook Pro 13-inch notebook computer. This allows greater flexibility to connect to class, work on course assignments, view academic materials, and/or communicate with academic support staff at any time during travel for competition. USF student-athletes have achieved 13 consecutive semesters of 2.90 or higher, including most recent 3.04 department GPA in spring 2014.

At the same time, the NCAA's Academic Progress Rate (APR) report – measuring how scholarship student-athletes are performing term by term throughout the academic year – announced publicly for the first time in school history, all teams were above 950 multiyear score (out of a top score of 1000). Four of the Bulls' teams (Men's Tennis, Women's Golf, Women's Softball, Women's Tennis) posted perfect 1000 APR scores and received national recognition by the NCAA.

Office of Academic Advocacy

The Office of Academic Advocacy (OAA) seeks to improve policy and implement programs that encourage student retention and progression with data-based identification of barriers to academic success and completion. Collaboration and referrals from across USF has been a significant part of the development of the Office of Academic Advocacy. Our office continues to meet with a range of USF departments in an effort to reduce the impact of barriers on students in academic distress.

In January of 2014 the Office of Academic Advocacy integrated to their team a Freshman Retention Advocate to aid the goal of improving the retention rate to 90 percent. The advocate reviewed data and assisted with the collection of student data to identify potential barriers to retention; created a First Year Student Advising committee; and maintained a connection with FTIC cohorts via their Facebook page. The Freshman Retention Advocate has continued the work established by OAA, by reviewing and

working with those students at-risk of academic dismissal and has identified the need for an exit survey and checklist for students in good standing wishing to leave the institution.

Improvements to academic policy continued to be a focus for OAA. The office reviewed the policy and process for the declaration of double majors and dual degrees and now plays an integral role in the processing of student requests. In addition, OAA has continued to work on processes related to the time to degree policy for improving student progression; ARC forms and processes; and registration procedures and processes for College Prep Course (CPC) requirements and BOG reporting.

OAA has extended the types of outreach students consistently received to inform them of their options when experiencing a barrier to progression. Now, all students who attempt to withdraw from a course when they are over their withdrawal limit; all students with a midterm grade of C- or below, including missing grades; and all students earning term grades of incomplete receive an outreach from OAA informing them of the related policy and directing them to the resources they need.

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 2014-15 academic year, the following services and programs were offered to assist and promote student success for students in transition:

- Advising transitional students both as exploratory curriculum majors 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 the first-year seminar, SLS 2901 Academic Foundations. The U-Decide courses include 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, regionally and globally, have benefited from more efficient intervention resulting from the collaborative efforts between TRAC and Students with Disability Services, INTO Pathway program, Veterans Services, 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.
- First Year Academic Programs adopted a new first-year experience course, SLS 2901 Academic Foundations. The course aims to prepare students for a successful college experience at a global, high-impact research institution. Academic Foundations is a three-credit, discussion-based seminar designed to facilitate first-year students' successful transition to USF, development of academic strategies, and exploration of careers and majors. The Transitional Advising Center continued to advise and serve students pursuing a Bachelor's degree in Applied Science (BSAS). The BSAS program remained a strong degree option for students with an Associate in Science degree as enrollment continued to grow in this program. In addition, the

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Transitional Advising Center completed collaborative efforts in executing the USF Tampa campus host program for Hospitality Management.

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 summer session. Students have the option to live on campus or commute. 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 2013 student retention rate for FSI students after their first year (fall to fall) was 96 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 $289,738, enabling the program to continue providing access and support for first-generation and low-income USF students. During the 2014-2015 academic year, scholarships totaling $26,806 were awarded to program participants to enhance student retention. First-year students entering SSS in fall 2013 were retained at a rate of 99 percent one year later. Of this number, 98 percent were in good academic standing at the end of the fall 2014 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. Ninety-five percent of CROP's 2015 high school graduates have applied to a post-secondary and of those who have applied, 90 percent of the seniors have been accepted into a public or private college/university. The current school district GPA average for CROP seniors is 3.07.
- 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. Eight-six percent of graduates from the 2014 Upward Bound class enrolled in college. For the class of 2015, all 42 students are expected to graduate from high school and all have applied to college. To date, 78 percent of the class of 2015 have been accepted into college. The average GPA for this year's seniors is currently 3.8.

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- 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 students from limited-income families. In the 2014-2015 academic year, the program celebrated its thirteenth 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/Mentoring Outreach Program, which serves 100 K-5 graders from a local elementary school through Frameworks of Tampa Bay, Inc.

Office of Orientation

Every new student at the University of South Florida is required to attend an on-campus University Orientation on the campus in which they are admitted. In direct support of this requirement, the Office of Orientation spent the 2014-15 calendar year assessing and recommitting to the successful transition of new students and their families. As such a new mission and vision for the department and all supported programming was created and is now being integrated in all initiatives.

As such, several new endeavors have occurred this year:

- There has been a complete and total refocus on student leadership, engagement and development through curriculum within the department's two leadership courses- Orientation Team Leader and Transition Mentor (new as of 2014-15). New roles within Orientation programming for all leaders have been created. A re-established role for returning leaders for both coaching new student staff, program logistics and within the Family Orientation program. A new celebration banquet recognizes all student leaders within the department was facilitated. Additionally, the department hosted its first All-Staff Retreat for 96 participants including students and full-time staff, focusing on role integration, leadership development, professional development and personal growth and reflection. In-direct response to the success of this event, the Office of Orientation has committed to personal and group follow-up meetings and leadership trainings each month.
- A commitment to branding and brand loyalty within all marketing and program logistics. Included in this are targeted messages to specific populations leading to increased open and click-through rates, customized content in emails and confirmation packets, and across the board consistent and comprehensive designs and messaging.
- In terms of technology, the department has been able to utilize VZ Orientation to streamline business processes for tracking, reporting and information sharing purposes. Additionally, the Office of Orientation has been successful at integrating special populations within VZ Orientation (ACE, HHP students, INTO).
- In its inaugural year, Glo-Bull Beginnings Week was facilitated for the new International First Year students. As such, a consistent I-20 date was implemented for all new International students, specific and intentional programming was created and implemented for this population. In direct

response to the success of the program, the Office of Orientation created a student leadership position charged solely with supporting the International students.

- Finally, in direct support of the new mission and vision for the Office of Orientation, there has been a re-emphasis of the importance and value of campus-wide partnerships within Student Affairs, Admissions (for both Domestic and International Students), the academic colleges, International Services, INTO, Innovative Education, and Office of the Registrar just to name a few.
  By the numbers the following occurred:
    - 4,583 First Year students attended (summer, fall, spring)
    - 5,357 Transfer students attended (summer, fall, spring)
    - 4,069 Guests attended (FY and Transfer, summer, fall, spring)
    - 10,183 calls/emails made or received as outreach opportunities prior to orientation
    - 902 Veterans or dependents in attendance
    - 541 International students in attendance (187 INTO included in this number)
    - 622 Cash Collections Hold overrides processed in partnership with Orientation and Student Financial Services
    - 5 separate formats for First Year Orientation
    - 40 days of Orientation sessions facilitated (summer, fall, spring)

Academic Success Center

As we wrap up our 7th year in the Learning Commons, demand for learning support services continues to increase. Overall student users have increased by 11.3 percent over last year (as of March 1st).

- SMART Lab - During the 2014/15 AY the SMART Lab has continued to operate at nearly full capacity. The fall semester supported 3400 students and in the current spring semester 2400 students are enrolled in the lab-style courses. A full time coordinator, Casey Williams, was added as of fall 2014 providing critical day-to-day support to the Lab Manager, Ana Torres. Ms. Williams's background in Mathematics has provided excellent opportunity for enhanced training and supervision of all tutors in the lab, including Calculus and Physics. Through the development of content-focused preparation exercises that are completed weekly by tutors. Hence tutors are required to refresh their knowledge of course content. This is one of the areas for improvement recommended by the Math Department.
    - The SMART Lab Administrator and several faculty members were able to publish several papers and offer several conference presentations about different aspects of the SMART Lab model.
    - Since the spring, 2,014 semester students had less than desirable pass-rates, several additional support pilots are underway in an effort to enhance the potential for success. Dr. Fran Hopf is leading one pilot that offers an extra "enrichment session" in the lab weekly. The sessions are open to all students in College Algebra but certain students were required to attend based on prior test scores. The sessions include content review, team exercises and the utilization of new research on "learning

mindset" by Carol Dweck. This is a collaborative effort that includes the instructor, 2 TA's, 2 tutors, and the ASC staff.

- STEM Tutoring - Visits to the tutoring areas supporting Calculus, Physics and Statistics increased significantly again this year by 20.5 percent as compared to the same time last year. Additional tutors were added to support these areas in the past year. However due to space constraints, the areas are routinely overextended (too many students per tutor and insufficient space), causing students to leave without services.
    - Beginning with the current spring semester, one of our tutors has worked closely with an instructor from Physics 1 & 2 to organize review sessions prior to each major exam. Each session had between 50 and 60 students in attendance and were rated as highly beneficial by students.
- Tutor Training - As mentioned above, all tutors in the SMART Lab area are now required to complete content-focused assignments designed to prepare to help with the course content each week.
    - In addition, our tutor training program was just certified by the national association to offer all 3 levels of Tutor Training. All tutors must complete Level 1; Levels 2 & 3 are optional. Those who choose to complete Level 3 will be assisting with tutor training and mentoring new tutors as part of the requirements.
- Writing Studio
    - I sessions - Through an International Writing Center Association research grant, several of our Writing Studio Coordinators are studying the use of iPads in appointment sessions. To date 26 participants are enrolled in the IRB-approved study. Several conference presentations have been offered on the I Sessions and 4 other institutions, including Hofstra and Dartmouth, are working with our staff to offer a similar approach on their campuses.
    - Athletics - A new initiative this semester is a partnership with the Student-Athlete Enrichment Center in which Writing Consultants are working one-on-one with at-risk athletes to support their writing development. To date 14 students officially enrolled in the program. This was the subject of another conference presentation
    - INTO - Through a partnership with INTO USF and First-Year Composition, we have embedded writing consultants with sections of ENC 1101 in which significant numbers of INTO students are enrolled. Beginning this past fall, to date 65 students have attended 198 imbedded sessions.
    - Megan McIntyre, our current Writing Studio Coordinator, will be completing her doctorate this semester and has been offered a highly prestigious position at Dartmouth beginning in fall 2015.
- Online Support
    - *Smarthinking* is our online tutoring and writing center service. Our contract renewal is due June 30. We did not renew our contract this year as we had significant "roll-over" time in the system. However at the current rate of usage we will deplete this service

by December 2015. Students find this service highly valuable as indicated by the continuous increase in usage each year.

Calendar Year	2010	2011	2012	2013	2014	2015
Hrs Used	**800***	**1450**	**1662**	**1712**	**2200**	**336***
	**Mar - Dec*					**Jan - Feb*

- *Atomic Learning* is our technology training service, available 24/7 with unlimited access for students and staff, system-wide. This system continues to grow in usage significantly as more students learn about the benefits. It is also increasing due to the new Digital Learning Commons where this service is highly recommended and integrated into the support offered.

Calendar Year	2010	2011	2012	2013	2014
Technology Videos Used	**4000**	**21000**	**28000**	**35000**	**11000**
	**Mar - Dec*				

- Academic Coaching - Beginning in fall 2014 our department began offering 1:1 appointments for Academic Coaching. These appointments with one of our professional staff are designed to assist students in the development of improved learning strategies. Starting in spring, students were required to attend at least three appointments in order to allow time for students to complete a learning analysis to enable better customization of strategies as well as to allow time to assess the effectiveness in strategic changes. Students have ranged from first-year to transfer students, to graduate students including several from Pharmacy and Medicine.

  Fall 16 students/25 sessions
  Spring 14 students/28 sessions (as of 3/10/15)

- Statewide Initiative - Over the past three years Dr. Maher and her counterpart from Florida Atlantic University have successfully established the first statewide association for college learning support professionals. The second conference is in South Florida in April and will be co-hosted by FAU, Broward State College, Palm Beach State College and Nova Southeastern University. The keynote speaker is Paul Nolting, a well-known, college-level math educator. Membership in the association has doubled in the past year.
  - In addition, the National College Learning Center Association will be located in Tampa in 2016 as a result of a successful proposal by Dr. Maher. This will provide an opportunity for approximately 250 college learning center professionals to visit the USF Learning Commons.

Academic Integrity and Ethics and Integrity Council

New and continuing strategies were administered to bring attention to the value and core principles of ethics and integrity for students, faculty and staff this year. All orientation sessions for FTIC and transfer students again included a segment focusing on ethics and integrity and their application to scholarship, research, and good citizenship in and out of the University. The Academic Integrity impact

video was shown to encourage ethics and integrity through promotion of the Commitment to Honor. Students received a copy of the Commitment to Honor and read it aloud together as part of the Academic Essentials session.

All new undergraduate students were required to complete an Academic Integrity (AI) tutorial as part of their academic requirements for success within their first term at USF. The number of these tutorials monitored by UGS for 2014 was for 9290 FTIC and transfers. This year the AI holds for over 700 students were manually lifted by UGS staff when the tutorial was not completed by the deadline. To make this accountability process more efficient and in cooperation with the Registrar and IT, an automated process has been developed for automatic placement of the registration hold on students who fail to complete the AI tutorial. This places more emphasis upon compliance with AI requirements for educational purposes and students' success.

The Ethics and Integrity Council (EIC) met regularly and continued plans for promotion of awareness and valuing of ethics and integrity as core principles in higher education. UGS assisted the General Counsel and EIC faculty and student co-chairs in developing major changes to Regulation USF3.027 Academic Integrity of Students. Since this regulation is system-wide, it was updated to address new processes for all USF institutions. Major changes to the process included a new grievance procedure for academic dishonesty cases, separate from other student academic grievance procedures. The grievance process for academic dishonesty now includes an Academic Integrity Review Board (AIRB) and reductions to the timeline for resolutions.

Another important addition reflected in the updated Regulation was the initiation of a Student Academic Integrity Committee (SAIC). The SAIC will engage a select group of trained students in university service that will work with the EIC to promote academic integrity in scholarship and research. The SAIC will operate in partnership with the Judicial Branch of the USF Student Government for the primary functions of education, prevention/advocacy, and case review for service in AIRB grievances. This committee presently has 22 trained students selected for service in this capacity, with plans to expand to 43 members representing each college at the undergraduate and graduate levels.

Other strategies for Academic Integrity included the initiation of a second academic integrity tutorial that is required for all undergraduate students assigned an F or FF grade for academic misconduct. The online training module of RAISE (Raising Academic Integrity Standards in Education from TLS OnLine Solutions) was employed as an educational sanction to provide further training for students who demonstrated academic misconduct, requiring them to demonstrate understanding of acceptable behaviors and standards for academic integrity at the university. Students paid a small fee for access to the online tutorial, which was proctored and monitored by Undergraduate Studies.

The EIC assisted UGS in researching different models for Offices of Academic Integrity that operate around the nation, focusing on those in comparable peer, aspirational and AAU institutions. Size and scope of these offices will be reviewed for consideration of a proposed Office of Academic Integrity that would specialize in investigating the new strategies and technologies involved in academic integrity/misconduct, centralized reporting processes for better handling of multiple violations, and expanding the information and services available toward building a stronger culture of integrity at USF.

STUDENT SUCCESS

Common Reading Experience

The Common Reading Experience (CRE) workgroup continued development of a program that was inclusive and attractive to freshmen for their engagement with others in the University community. The second year of the CRE resulted in many opportunities for freshmen students and others in the university to participate in a common intellectual experience through a variety of curricular and co-curricular events around a common book. Undergraduate Studies, Student Affairs, and Library personnel worked together to develop and implement an action plan on themes from the book that were relevant to students in today's world. The CRE workgroup emphasized the slogan "One Book – Global Connections" to align the program with the university's strategic plan and the new QEP for building Global Citizens. This year's selected book was *Full Body Burden: Growing Up In The Nuclear Shadow of Rocky Flats*, written by Kristen Iversen. Global themes such as environmental sustainability and problems with nuclear waste, government secrets, and threats to human health were explored.

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 to entering freshmen (n~4250). The Office of Orientation provided free books to all FTIC students attending orientation. Similarly, 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 optional assignments in First-Year Composition (n~7500) and University Experience/Academic Foundation classes (n~1700). Other educational experiences for freshmen were presented through several forums, faculty-panels, book talks, and faculty presentations. A session during Parent & Family Weekend encouraged student and family discussion. The culmination of the CRE program was the Creative Works Showcase, a two-week series of events in April. Students' individual or group works inspired by a theme from the CRE book were reviewed by faculty mentors and selected for display in the Centre Gallery of the Marshall Student Center. Both visual and performing art forms were featured in opening and closing events and awarded prizes. The Showcase was developed so that the university community could appreciate the artists' works and learn more about student views of the global themes from the book. As a featured part of USF Week, the CW Showcase also included two Art Walks that began at the Gallery and moved to the live performances at other designated places on campus. Finally, the unveiling of the 2015-2016 CRE book (*Persepolis: The Story of a Childhood* by Marjane Satrapi) was announced at the closing reception.

Global Citizenship General Education Program

The Global Citizenship General Education Program entered its final year, as the program is being phased out to accommodate the implementation of the Global Citizens Project, USF's QEP. By the end of the 2014-2015 academic year, the program will have sent 23 students abroad on $2000 scholarships.

ACADEMIC PROGRAMS

Undergraduate Catalog

The Undergraduate Catalog is a searchable document that includes links to the eight-semester plans. The full version of the catalog is still available as a pdf document.

Bachelor of Science in Applied Science

The Bachelor of Science in Applied Science (BSAS) program continues to be the primary degree completion pathway for Associate in Science (AS) degree holders. This program is especially unique in that it is designed to utilize and fill existing seats in courses routinely offered by academic departments associated to the multiple disciplinary areas of concentration. Enrollment has remained relatively steady from the previous year with 214 active Tampa students currently majoring in the BSAS as of early March2015. The most popular concentrations remain: Criminal Justice, Public Health, Leadership Studies and Information Technology.

Leadership Studies

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. More than 70 students were awarded the Leadership Studies minor between summer 2014 and spring 2015.

Many of the Leadership Studies courses have been converted to online offerings.

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, while Undergraduate Studies provides admissions help, scheduling of courses academic advising and other miscellaneous services.

Spring 2014, USF admitted 23 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. One of cohort 2 students will graduate summer 2015, two fall 2015 and the majority of the remaining student will graduate in calendar year 2016.

Of the 20 TECO employees who began their career at USF as part of cohort one, all but three will graduate in spring 2015, with the remaining three potentially graduating summer 2015.

A third cohort is planned for spring 2016, with an anticipated enrollment of 25 students.

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. However,

due to the increase in popularity of the course, the number of seats offered will be increasing from 30 to 50 in the 15/16 academic year.

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 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.

- USF Website: The OUR website was updated with additional resources for preparing cover letters and CVs added to the UR Canvas Student Org Site.
- USF Orientation Events: The OUR provided "Understanding Undergraduate Research" presentation during all FTIC and transfer orientation events. The OUR met with ~1,200 FTIC students and parents during tabling events.
- Recruiting and Outreach: The OUR participated in the Stampede to Success and Scholars Showcase. During these sessions the OUR Director and staff interacted with prospective students and parents to discuss USF, the OUR and the opportunities for research. OUR presented at the Innovations event at the Sunshine Scholars event in Orlando.
- OUR Training Workshops - The OUR offered 26 Getting Started in Undergraduate Research Workshops during Summer/Fall 2014 that were attended by 400 students. An additional 16 workshops were offered during the spring 2015 semester and attended by 275 students. Over 66 percent of the students are first- or second-year student. In addition to the Getting Started workshop, the OUR presented the Researching a Mentor workshops and offered 24 sessions during 14/15 attended by 300 students and 8 Research Skills Workshop attended by 80 students. The OUR provided ten individualized UR workshops for faculty and student groups (~220 students).
- Development of Novel UR Opportunities - Lisa Piazza and the OUR Director provided UR projects for four undergraduates. The OUR offered the CREATTE Scholars Program (Creating Research Experiences and Activities Through Teaching Enhancement). The OUR supported 10 courses that provided 200 students UR experiences. The success of the initiative was validated by a survey where >85 percent of the CREATTE student researchers indicated that they gained elevated confidence across 12 research competencies.
- OUR Funding, Presentation and Publication - The Director was awarded a $1.2 million grant to HHMI designed to Create Establish the STEM Academy for Incoming FTIC students. The program will be initiated in August 2015 for 120 FTIC students and is designed to address STEM persistence by creating community within the STEM Academy population. The grant also provides ~$100,000/year in support of undergraduate research scholarships and funds to

support the professional development of STEM doctoral students in mentorship and STEM pedagogy.

The Assistant Director presented the poster "*Fostering Undergraduate Research in Arts Projects that Develop Research Skills and Promote Innovative Programming in Artistic Research"* at the CUR Pre-Symposium, International Society for the Scholarship of Teaching and Learning Annual Conference, Quebec, Canada. The OUR was accepted to present several posters at the Society of Toxicology Annual meeting and the OUR Director presented and chaired a session on *Increasing Interest and Engagement in Toxicology and STEM Disciplines: The Multiple Modalities of Research and Internship Opportunities for High School and Undergraduate Students*.

- Scholarships and Funding:
  - Research in Arts Scholarship supported five students who developed creative works that are on display in the OUR office suite. This initiative represents a truly unique program that highlights the impact of research outside of the STEM disciplines. A publication is in preparation.
  - Interdisciplinary Research Scholarship promotes student engagement in interdisciplinary research at USF. This initiative is in direct alignment with the USF Strategic Plan. Five awards were made and the projects will be presented at the UR Colloquium.
  - The Undergraduate Research Travel Grant support students who need to travel for the purposes of conducting research related to an ongoing research or creative activities project. Three students received awards.
- Undergraduate Research and Arts Colloquium - The OUR organizes the annual Undergraduate Research and Arts Colloquium each year to highlight research and creative activities across all disciplines and colleges. The event was held April 9, 2015. The colloquium received a record number of applications and provided a forum for over 300 undergraduate students to present their research through oral, poster or performance sessions. All USF colleges with undergraduate programs were represented. The OUR received a record 115 requests from faculty/students/staff/alumni to serve as research facilitators. Thirty student presenters received $250 Research Excellence Awards as nominated by the facilitators.
- The OUR partners with the Office of Community Engagement to support the Community Scholars Fellowship Program to support undergraduate students conducting research that benefits, and is carried out in partnership with, community organizations, nonprofits, or local government agencies. Three students received awards and all presented their projects at the UR Colloquium.

General Education

The General Education Council approved five new Capstone courses, 29 recertifications of existing FKL courses, and two substantive changes. The GEC also approved modifications to the definition of a Capstone course. The GEC was also actively involved in the Quality Enhancement Plan, specifically

providing input on the development of, and implementation plan for, the program goal related to the FKL Core Curriculum – Global FKL.

The Florida Legislature made changes to the general education requirements, beginning with AY 2015/2016. The changes created 15 credit hours of core curriculum in the areas of: communication, mathematics, social sciences, humanities and natural sciences. The USF System worked collaboratively to create new courses and revamp existing courses to meet the newly created General Education Core Curriculum. All courses are in place, along with the reprogramming of DegreeWorks, to meet the new requirements.

Undergraduate Council

The Undergraduate Council had thirteen meetings in AY2014-2015, approving 79 new courses, 68 course changes to existing courses, and 31 new curricular changes or additions to existing programs. The members of the Council discussed university policies and processes related to academic issues, with important changes being reviewed/approved, including procedural changes to "Incomplete" grades through e-grades, endorsement of changes to the Academic Integrity Policy, and support of the Academic Integrity Review Board, the Student Academic Integrity Committee, and the RAISE tutorial by TLS Online Solutions. The Council endorsed the QEP and participated with input during periodic updates on the Global Citizens Project. Important additional responsibilities of the UGC were initiated, specifically with their role in the review and endorsement of pre-proposals for new undergraduate degree programs. Finally, the UGC members discussed USF System Policy 10-065 Credit Hours and the Council's role in new course/program approval for online delivery, based upon the points cited in the policy.

Military Minors

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 2014-2015 saw 17 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, while maintaining excellent relationships with the academic community. This battalion remains one of the top three battalions within 6th Brigade.

The USF Army ROTC program has a strong cadre of faculty and staff charged to instruct and develop the future generations of officer leadership. Comprising six officers, nine non-commissioned officers, and five government civilians, the cadre 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, 107 are "contracted" and receive monthly stipends that total $483,000 over an eight-month period. The battalion has 78 Cadets with a ROTC scholarship which totals over $740,000 in benefits.

ACADEMIC PROGRAMS

The battalion will commission 43 Second Lieutenants into the U.S. Army during 2015, far exceeding its mission of 32 Second Lieutenants. Ten of these officers will graduate with honors as Distinguished Military Graduates, placing them in the top 20 percent of Cadets in the nation.

USF Army ROTC Cadets participated in numerous extracurricular training and social events to include: the 2015 Ranger Challenge Competition, in which we fielded two teams, both doing well with one placing second overall out of 56 teams. Of the various aspects of the competition USF placed first of all the teams in the following events: Marskmanship, Ruck March, and the Zodiac Boating Event. Additional leadership training for the students included: field training exercises; rifle ranges; obstacle and leadership reaction courses, and numerous joint color guards for the USF athletic department and local community, such as the Tampa Bay Rays and Tampa Bay / MacDill AFB Air Show kick-off event. USF Students also placed in the top 5 in the local Tampa Spartan Race hosted by the United States Special Operations Command.

The USF Army ROTC program was highly involved in foreign affairs. The Suncoast Battalion sent fifteen Cadets to countries across four continents during the summer to work with foreign civilian and military personnel on tasks ranging from military training to English classes to humanitarian work in countries such as Thailand, Vietnam, Mongolia, and Spain – all through Cadet Command's Culture & Language Awareness Program (CULP). This summer, we are funded to send three Cadets for this Cultural Enrichment to Morocco, Tanzania, and Moldova.

Also during the summer months, selected USF Army ROTC Cadets attended and graduated from highly coveted US Army schools. One Cadet graduated from Air Assault School, one Cadet graduated from Airborne School, and thirteen Cadets were selected for Cadet Troop Leader Training (CTLT), which provided Cadets the opportunity to experience leadership in Army Active Duty units over a three to four week period.

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

Air Force ROTC

The University of South Florida's Air Force ROTC (AFROTC) Detachment 158 “Flying Bulls” continue to train, educate, motivate and commission leaders of uncompromising character for the United States Air Force (USAF). Cadet enrollment for the 2014-2015 Academic Year reached as high as 107 cadets in fall 2014 semester, and is currently at 86 cadets from the University of South Florida and 14 other cross-town colleges and universities. Of these cadets, 29 are “contracted” recipients of Air Force scholarships and received monthly stipends totaling $235,857 through fall and spring semesters. The 2014-2015 graduating and commissioning class consisted of 8 outstanding Second Lieutenants assigned throughout the Air Force in prestigious positions of training and military leadership. One of these officer candidates graduated with honors as Distinguished Graduate placing him in the top 10 percent of Air Force cadets in the nation.

ACADEMIC PROGRAMS

USF Detachment 158 also supports 10 active duty Air Force officers and enlisted members attending University of South Florida under the Air Force Institute of Technology. These members are earning advanced degrees in technical disciplines or participating in the Nursing program.
USF Air Force Detachment 158 was selected as 1 of 3 universities nationwide to participate in the Air Force Academy's pilot Exchange Program; it currently hosts one Academy cadet and is projected host a different cadet every fall term. Separately, two USF cadets were selected to attend the US Air Force Academy 22nd National Character and Leadership Symposium. Also, a contingent of over 40 cadets attended the Air Force Association Symposium in Orlando, where they interfaced with the top leaders of the Air Force. Finally, 25 cadets visited Patrick Air Force Base in Cocoa Beach, FL, where they observed a satellite launch and learned about various Air Force organizations and activities.

Detachment 158 hosted the 2015 Annual State of Florida Lime Cup at USF. The day long multi-sport competition was attended by more than 100 extremely motivated cadets, 30 cadre, family members and friends from 7 universities: USF, Florida State University, University of Florida, University of Miami, Embry-Riddle Aeronautical University-Daytona Beach, and Valdosta State University.

The Joint Color Guard maintain support of USF activities including football and other athletics, academic conferences and Veterans' commemorative events at Tampa Fisher House and local nursing home, Military Appreciation Football game and Homecoming Parade. Community service activities continue to support James A. Haley VA hospital and Operation Helping Hand, as well as providing support to the Tampa Spartan Race.

Naval ROTC

The 2014-2015 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 22 new Midshipmen and Officer Candidates. The unit mustered 79 students this year, most of whom are on scholarships and provided direct financial compensation to USF of nearly $900 thousand dollars. This year USF NROTC commissioned 18 new Ensigns and 6 new 2nd Lieutenants throughout the year.

The Drill Team and Color Guard continue to support USF activities, including football and other athletics, academic conferences as well as a wide variety of community and Veterans' events. Other NROTC community service activities included our continuing support for the James A Haley VA hospital, Wounded Warriors programs, the National Veteran's Wheelchair games, Operation Helping Hand, Feeding Tampa Bay, and Tampa Chamber of Commerce Veterans events.

In addition, the "Buccaneer Battalion" is extremely active supporting regional high school NJROTC programs and drill meets, and hosts the annual regional "Battle of the Bulls" competition. This year's event featured 15 separate NJROTC drill programs and over 1000 student competitors.

ACADEMIC PROGRAMS

Finally, the battalion itself is extremely active in both civilian and military competitive events, providing both volunteer services and competition teams for many nationally recognized athletic challenges including the Mattar Relay, the Bulldog Challenge, and the Spartan Race series.

COMMUNITY AND STATE COLLEGE RELATIONS

Reverse Transfer

USF is in the third year of the "Credit When It's 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 includes the following state and community colleges: Hillsborough Community College, Pasco-Hernando State College, Polk State College, St. Petersburg College and State College of Florida, Manatee–Sarasota.

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

Higher Educational Opportunity Act Articulation Website

USF System policy (10-068) was created to meet the Higher Education Opportunity Act (HEOA) that requires institutions to publically disclose their transfer polices to prospective and enrolled students The Office of Undergraduate Studies created a website to display the articulation agreements and works with USF institutions to gather and post the agreements

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