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# ANNUAL REPORT

AY 2015-2016

*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 USF Library, Student Affairs, USF Sarasota-Manatee, USF St. Petersburg and many others throughout the University.*

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# QUALITY ENHANCEMENT PLAN

The Quality Enhancement Plan, the [Global Citizens Project](#), was successfully reviewed by the SACSCOC On-Site Reaffirmation Committee in April, 2015. With no recommendations to address, focus shifted to implementation in 2015-2016. As a first step, SVC 2049 was renovated and the Global Citizens Project office was formally established. The following four hires were completed: an Assistant Director; two Professional Development Specialists and an Assessment Specialist.

Major emphasis throughout the year was placed on developing and putting into place the systems, procedures, and criteria related to the three strategic goals of the QEP (Global FKL, Global Pathways, and the Global Citizen Awards) and supporting programming (Professional Development and Assessment). Summaries of the progress related to each of these areas follows.

Global FKL (general education): Introduce students to global competencies through general education

- Criteria for the recertification of existing general education courses in alignment with GCP learning outcomes were established.
- First cohort of global FKL re-certifications was reviewed and approved in Spring 2016.
- FKL courses recertified as global by the GEC: 11. Pending global recertification: 7

Global Pathways (the majors): Provide students with opportunities to practice and apply global competencies within degree programs

- The components of a Global Pathway were established in the fall with the input of three departments/programs: Interdisciplinary Social Sciences, Women's and Gender Studies, and Aging Studies.
- Global Pathway was piloted in the spring with two departments: Communication and Geosciences.
- Global course certification process for non-FKL courses was developed. Courses certified by Undergraduate Council: 7. Pending/in progress: 8.

Global Citizen Award: Provide students with opportunities to reinforce global competencies through an award program

- Award requirements were finalized.
- Presentations on the GCP were made at all Orientations for first-year students.
- Tabling and other recruitment methods were also initiated, including awarding study abroad scholarships.
- Student participation award: 179
- Study abroad scholarships awarded: 42, totaling \$109,455

Professional Development

- Print materials relating to global course design were developed.
- Global course enhancement cohorts were launched. Faculty participants: 15
- A global course enhancement "Getting Started" workshop was developed and offered three times. Faculty participants: 27
- One-on-one faculty consultations: 41

Assessment

- Assessment plan was drafted.
- Assessment instrument purchased: Global Perspective Inventory
- Development of an in-house assessment instrument was initiated.

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## **Student Academic Appeals and Grievances**

This calendar year, the Office of Undergraduate Studies (UGS) processed 356 academic petitions and appeals, academic sanctions on 51 students for academic integrity misconduct and multiple communication notices to the academic deans for 45 student suspensions or dismissals determined by the Office of Student Rights and Responsibilities.

The Office approved 226 double major requests and denied or asked for reapplications for 7 others. A total of 195 dual degree requests were approved, with denials or reapplications requested for 7 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. The number of double majors and dual degrees awarded in 2015 were 110.

UGS also assisted Student Affairs and the Registrar with college notifications, degree designations and planning for honors for 14 deceased students with 9 being memorialized in the Student Government's Student Memorial Service for 2015.

## **Academic Advising & Tracking**

The Office of Undergraduates Studies (UGS) continued expanding its partnerships across USF as well as with other institutions in 2015-2016 to enhance student success through the Office for Academic Advising Initiatives (OAAI). Building on related efforts in UGS during the last three years, the office was created through integration of the academic tracking and advising functions, the Office of Academic Advocacy, and a renewed focus on enhancing state and community college relations.

In the area of academic tracking and advising, progress was made in a number of key areas including receipt of an iPASS grant from the Bill & Melinda Gates Foundation for \$225,000 across three years. The iPASS (Integrated Planning & Advising for Student Success) grant is focused on enhancing educational planning, counseling/coaching, and targeting risk/intervention and will allow USF to further build on recent prior efforts to develop an effective academic planning/tracking system as well as to integrate predictive analytics. Key areas of additional progress include the securing of resources for another year to support the Academic Advisor Career Path and completion of the first set of promotions, as well as continued development of a Professional Development Program to support advisors' growth on the Career Path.

Finally, as the articulation point for the Council on Academic Advising (CAA), OAAI collaborated with Council members to enhance CAA's structure through development of a new board model intended to support the Council's efforts toward further growing a unified university-wide academic advising program.

## **Student-Athlete Enrichment Center**

The Student-Athlete Enrichment Center (SAEC) promotes integrity, collaboration and innovation while providing comprehensive services to enhance the total development of USF student-athletes as they progress towards their degree, compete for championships and prepare for life after sport. The SAEC houses the Academic Services, Athletic Compliance, Behavioral Health Services and Student-Athlete Enhancement (Enhancing U) units respectively.

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USF student-athletes have achieved 15 consecutive semesters with a department GPA of above a 2.90, including most recently, a 3.09 department GPA in Fall 2015. With the support and guidance of the Office of Undergraduate Studies, USF student-athletes have also earned a Graduation Success Rate (GSR) of 83 percent for the second consecutive year. During the same period, USF Athletics currently had all of its programs earning above a 955 Academic Progress Rate (out of a top score of 1000) with three programs (Men's Tennis, Women's Golf and Women's Tennis) earning perfect 1000 APR scores and receiving national recognition by the NCAA. The NCAA's Academic Progress Rate (APR) is a metric developed to track the academic achievement of its teams each academic term.

Athletics Compliance continued to educate and support the Athletic Department and its programs in 2015-2016. As a part of its comprehensive rules education program, Athletics Compliance conducted nearly 250 rules education sessions for student-athletes, coaches and staff. The staff also ushered in the transition to a monitoring software, JumpForward, implementing the system department-wide. Lastly, the office developed and produced a newsletter, "Compliance Quarterly," as a means to educate, acknowledge and communicate with staff.

The SAEC's Behavioral Health Coordinator, added to USF Athletics and the SAEC in late 2014, continued to provide education, intervention, consultation and support to our student-athletes, coaches and staff. This support is offered through direct care, sport psychology services and wellness education. Behavioral Health Services also coordinates the weekly convening of the Bulls Care Team, developed to include key members of the Athletic Department committed to pro-actively supporting the health and wellness of USF student-athletes.

During the 2015-2016 academic year, Student-Athlete Enhancement and its Enhancing U program, continued to assist student-athletes develop critical "life skills," such as leadership and financial literacy, and completed over 3,100 community service hours. Additionally, student-athletes focused on career development and planning for their lives after college and athletics. Additional programming such as the The Selmon Mentoring Institute, offered student-athletes an opportunity to prepare for professional life after graduation with a class taken their junior year and culminates their senior year with a one-on-one mentoring experience.

## **Office of Academic Advocacy**

The Office of Academic Advocacy (OAA) seeks to improve policy and implement programs that encourage student persistence and graduation 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.

During the past year the Office of Academic Advocacy and the First Year Persistence Advocate provided data to support the creation of the Retention Committee with the goal of improving the retention rate to 90+ percent. Retention efforts have been a key focus. Our efforts include analysis of not-returned student data; monitoring the registration and holds of first year students; developing a case management approach with first year students identified as at-risk of persistence in Civitas or on academic probation; and piloting a program of Student Advocates to

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survey first year students who did not return for spring and to encourage students on academic probation to meet with an academic advocate to review options.

Improvements to academic policy and process continue to be a priority for OAA. The central priority was on clarification of Excess Credit Hour Surcharge and Excess Hours for Performance Based Funding. The team served to inform student communications and messaging and to review the current challenges with excess hours. OAA continues to expand their outreach to students to inform them of their options when experiencing a barrier to progression. With the tightening of the degree progression policy, collaborations on major reselection has increased and better monitoring of students with double majors and dual degrees has enhanced the efforts to reduce the impact of excess hours and improve graduation rates.

## **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 2015-16 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 Student Outreach & Support, Student Ombudsman, Office of Academic Advocacy, Disability Services, INTO Pathway program, Veterans Services, and Career Services. In addition to the increased collaborative intervention efforts, collaboration with the Office of Decision Sciences and Support for improved measures in data tracking and analysis for the TRAC student population was established.
- TRAC ECM advisors participated a new university event for prospective students, Bulls Unite Day. At this Admissions event admitted high school seniors and their families were informed about the Exploratory Curriculum Major program, though overview presentations and an information session.
- First Year Academic Programs launched Academic Transitions, SLS 3113, this course is tailored to the specific needs of transfer students, connecting these students with the USF structure and facilitating their successful transition. Another program launched in summer 2015 in collaboration with Innovative Education entitled Summer Academic and Cultural Engagement Program (ACE) which is designed to facilitate a purposeful transition from

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high school to college for new incoming freshmen. Through four weeks of academic courses and social activities both on campus and abroad, ACE provides an introduction to the culture of USF, the city of Tampa, and gives students an Education Abroad experience their first semester. Additionally, First Year Academic Programs continued with their first-year experience course, SLS 2901 Academic Foundations, this 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. Special sections focused on commuter students, college specific populations and LC and LLC development.

- The Bachelor of General Studies (BGS) degree program was added this year to Transitional Advising. This is a degree option for adults who are returning to college and are nontraditional commuter students.
- The Complete Florida program, a legislatively-funded initiative designed to recruit, recover and retain Florida's adult population who earned college credit and have not earned a bachelor degree, has begun the onboarding process with USF and is expected to admit the first student in Summer 2016. The University of West Florida (where Complete Florida is housed) and USF have collaborated to bring this important initiative to our institution to support the 2.2 million adults in the State of Florida who desire to earn their first baccalaureate degree. The BGS program will support these returning adult students while satisfying workforce related efforts that will require undergraduate degree credentialing.
- The Transitional Advising Center continues to advise and serve students pursuing a Bachelor's degree in Applied Science (BSAS). The BSAS program remains a strong degree option for students with an Associate in Science degree as enrollment growth continued. In addition, the USF Tampa campus hosts the Hospitality Management program. However, USF Sarasota-Manatee has decided to discontinue this program starting Fall 2016, a teach-out will be provided for all current students.

## **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.

- The Freshman Summer Institute (FSI) was discontinued Fall 2015. The decision was based on a combination of factors which include decreased financial aid, such as the PELL Grant and Bright Futures, and the university's ongoing decision to increase the USF admissions profile.
- 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

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recent grant writing cycle yielded a perfect score and another five-year SSS grant totaling \$1,448,690 for 2015-2020. The funding will enable the program to continue providing access and support for first-generation and low-income USF students. All SSS scholars enter during the summer and participate in a high-impact six-week Summer Program. Services include reserved space in the residence hall with like peers co-enrolled in 9 credit hours, mandatory workshops, intrusive coaching and counseling by professional staff, peer coaches that address non-cognitive factors designed to enhance retention. During the 2015-2016 academic year, scholarships totaling \$9815.00 were awarded to program participants to enhance student retention. Fall 2014 first-year students were retained at a rate of 89 percent one year later. Of this number, 92 percent were in good academic standing at the end of the fall 2015 semester. 93% of the freshmen and sophomore SSS students were in good academic standing at the end of the fall 2015 semester. SSS scholars who entered fall 2009 yielded a 70% six year graduation rate at the end of the fall 2015 semester. This is the highest six year graduation rate in the history of the program.

- 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 6 through 12. Eighty-five percent of CROP's high school graduates have applied to a post-secondary and of those who have applied, 100 percent of the seniors have been accepted into a public or private college/university or technical college. The current school district GPA average for CROP seniors is 3.00.
- The University of South Florida Upward Bound Program (UPB) is a TRIO college-access program funded by the United States Department of Education. The goal of UPB is to increase the rate at which participants complete secondary education and enroll in and graduate from institutions of post-secondary education. USF UPB serves Hillsborough County high school students living in low-income households or households in which neither parent holds a bachelor's degree (first-generation college students). Services also include instruction, tutoring, counseling, mentoring, cultural enrichment, campus tours, and a college residential experience. 95% percent of graduates from the 2015 Upward Bound class enrolled in college. For the class of 2016, all 47 students are expected to graduate from high school and all have applied to college. The average GPA for this year's seniors is currently 3.7.
- ENLACE (ENCouraging LATino College Education), has been suspended at this time. Students meeting the ENLACE profile are encouraged to apply for the Student Support Services program which supports low income minority and first generation students.

## **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 2015-2016 calendar year assessing and recommitting to the successful transition of new students and their families. As such a new mission

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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 continued re-emphasis on student leadership, engagement and development through curriculum within the department's two leadership courses- Orientation Team Leader and Transition Mentor, and the exploration of creating a more unified approach with a "one team" concept as the ultimate goal. New roles within Orientation programming for all leaders have been created. A continued focus on the role for returning leaders for both coaching new student staff, program logistics, within the Family Orientation program, Undergraduate student internship opportunities and a student leader position that supports academic advocacy in partnership with Undergraduate Studies. The department hosted its second All-Staff Retreat for 94 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. This includes working with University Communication and Marketing to ensure the brand the Office of Orientation is putting forward flows with the communication plan of the University.
- In terms of technology, the department continues 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), as well as restructuring the sessions to create events which lends to more targeted marketing, as well better tracking data.
- In its second 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. This program's successes are still being felt by the engagement of the International student population both as a unified entity and on an individual level.
- In direct support of the mission and vision for the Office of Orientation, there was a continued emphasis on 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:
  - 4,627 First Year students attended (summer, fall, spring)
  - 5,742 Transfer students attended (summer, fall, spring)
  - 4,763 Guests attended (FY and Transfer, summer, fall, spring)

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- 80,966 unique visitor to the Orientation website
- 959 Veterans or dependents in attendance
- 612 International students in attendance (291 INTO included in this number)
- 61 countries represented in Glo-Bull Beginnings Week
- 53 days of Orientation sessions facilitated (summer, fall, spring)
- 320 hours the student leaders spent in training

## **Academic Success Center**

As we wrap up the 8<sup>th</sup> year in the Learning Commons, demand for learning support services continues to increase. Overall 15,214 students have accessed our services during the 2015/2016 AY with visits totaling 121,701 (as of April 15<sup>th</sup>). This is a 7% increase student users and a 10% increase in visits. The addition of a much-needed full-time coordinator to lead the FWS desk staff has enabled significant attention to helping this group of student employees develop better professional skills. These students are the critical first face or voice to engage students when they seek help from the ASC.

- SMART Lab - During the 2015/2016 AY the SMART Lab has continued to operate at nearly full capacity. The fall semester supported 3600 students and in the current spring semester 2400 students are enrolled in the lab-style courses. Full lab models are in place for most entry level math courses except Business Calculus, which remains an inconsistent hybrid.
  - Spring Pass Rates – Spring students continue to have somewhat lower pass rates than fall. However when the Math Department examined the data, it was revealed that the high percentage of transfer students was the cause. When FTIC students were filtered out, their pass rates were similar to their fall FTIC counterparts.
  - College Algebra Study Sessions - One response to the needs of spring students has been weekly review sessions for College Algebra students conducted in the lab by faculty. Attendance to these sessions has increased steadily all semester and the Math Department intends to provide weekly review sessions in Pre-Calculus as well next year.
  - Walk In Testing - In an effort to open testing opportunities for students who neglect or forget to make a reservation, a standard system has been in place all year for every test day. Extra seats are available each day at 9 am. This has significantly reduced the incidence of students receiving a “0”
  - Student Athletes and SMART Lab - Smart Lab staff are continuing to help Student Athlete Advisors support their students. This year they are able to check on their students’ attendance from anywhere in real time using our tracking software.
  - Test Retake Option - Smart Lab Administrators and Faculty presented at the International Conference on Technology in Collegiate Mathematics. This presentation focused on College Algebra, the effect of multiple testing opportunities, and the students’ study strategies between tests. This data has helped Smart lab staff and tutors recommend to students study strategies with proven success.

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- STEM Tutoring – Student visitors to the tutoring areas supporting Calculus and Physics have again increased significantly this year by 31% as compared to the same time last year. While additional tutors were added to these areas, due to space constraints, the areas are routinely overextended (too many students per tutor and insufficient space) causing students to leave without services.
- Tutor Training – We have now completed our first year as a fully CRLA certified Tutor Training program from Level 1-3. Level 3 is considered a Master Tutor and involves a significant independent project. This year, one of our first tutors to earn Level 3 Certification was also the USF Student Employee of the Year.

	Level 1 (mandatory)	Level 2 (optional)	Level 3 (optional)
# of tutors	58	31	3

- This year we have also been able to establish a “0” credit course for Tutor Training so that it will show up on the official transcript. Tutor Training continues to be offered to many departments on campus including INTO and Veterans’ Services.
- Tabletop Whiteboards - Our current tutor training coordinator, Mark Newton, helped tutors to transform their approach in the group tutoring areas with a simple change in the way space is used. Tutors understand the need to lead with questions, however students often simply want them to “teach” or provide answers. Mark noticed that students often used the tabletops as whiteboards, so one week he covered some of them all with a thin sheet of white laminate. This change almost immediately helped the tutors to better facilitate student groups and reduce the time they spend “re-teaching” and leading the instruction. Instead, students naturally gravitate around the tables, working collaboratively on problems, and tutors can better remain background guides, stepping in when everyone is stuck. This was the subject of a recent statewide conference presentation by two of our graduate assistants.
- Writing Studio - While this service continues to operate at nearly 100 percent usage, provides very high quality support to students and continues to receive national attention for the I-Sessions, full time leadership is now more critical than before.
  - I sessions – This unique use of technology in the Writing Studio continues to be highly valued by students. During the session the student’s assignment is uploaded to an iPad and annotation and notes are captured as well as an audio recording of the session. The recorded session with the notes is then sent to the student as a reference for revision. This year we have been able to double the number of sessions available to students. Several conference presentations have been conducted about this service. 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

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Sessions and 4 other institutions, including Hofstra and Dartmouth, are working with our staff to offer a similar approach on their campuses.

- Compression Sessions - This new option affords more opportunities for students to “walk-in” for quick feedback questions. If more time is needed students are encouraged to make an appointment. Compression sessions are offered daily at different times each day.
- Imbedded Tutoring - Certain USF writing-intensive classes participate in embedded tutoring. This program allots one writing consultant per class, who works closely with the students from that class on their writing assignments.
- Online Support
  - *Smarthinking* is our online tutoring and writing center service. This continues to be a highly valued supplement to our onsite services. Using our current budget allocation we seem to have sufficient options for students in this system. Historically, in the month of April, usage is high due to impending exam deadlines, so we are likely on track to exceed the usage from last year. WE also now have some roll-over time in the system as a buffer.

*Smarthinking Online Tutoring and Writing Center*

Calendar Year	2010	2011	2012	2013	2014	2015	2016
Hrs Used	<b>800*</b>	<b>1450</b>	<b>1662</b>	<b>1712</b>	<b>2200</b>	<b>1990</b>	<b>1578</b>
	<i>*Mar- Dec</i>						<i>*Jan-Mar</i>

- *Atomic Learning* is our technology training service, available 24/7 with unlimited access for students and staff, system-wide. This system was first begun with the Tech Fee funds and has been difficult to maintain. Recent conversations with IT indicate that the Tech Fee might be able to help with partial funding. In addition, we will be looking at other similar products in the upcoming year to determine the best route and best funding model. Plans are also underway to better market this valuable service to faculty in collaboration with ATLE.

*Atomic Learning Online Technology Training*

Calendar Year	2010	2011	2012	2013	2014	2015
Technology Videos Used	<b>4000</b>	<b>21000</b>	<b>28000</b>	<b>35000</b>	<b>11000</b>	<b>32000</b>
	<i>*Mar - Dec</i>				<i>*Partial Funding</i>	

- Academic Coaching - Beginning in Fall 2014 our department began offering 1:1 appointments for Academic Coaching. These appointments have continued to be sessions with our professional staff to assist students in the development of improved learning strategies. Students have ranged from first-year to transfer students, to graduate students

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including several from Pharmacy and Medicine. This past year, ASC staff researched different approaches at a variety of institutions and plans are underway to consider developing undergraduate peer coaches who would be trained in basic strategies and serve to triage each student's need for higher level intervention.

Usage: Summer, Fall & Spring (thru April 20) 63 Students/113 Sessions

- National Conference Host – This past year, Dr. Maher was elected to the VP position of the National College Learning Center Association. In that role, she will be the chair of the upcoming 2016 conference in Tampa in the fall, welcoming about 300 learning center directors from around the country. Thanks to funding from Dr. Dosal, USF is hosting the opening breakfast and the conference will include the opportunity for learning center directors from around the country to visit the USF Learning Commons.
- USF Employee Team Award – the ASC Administrative Team (Pat Maher, Zoraya Betancourt, Ana Torres, and Casey Williams) won the Team award this year. The ceremony is May 10<sup>th</sup>.

## **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 global 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 2015 was for 9892 FTIC and transfers. This year the AI holds for over 300 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, followed by an automatic lift of the hold once the tutorial is completed. 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 informing faculty and students about 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 initiative designed to nurture a culture of academic integrity was the training of students for the Student Academic Integrity Committee (SAIC). The SAIC engages this

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select group of volunteer students in university service to work with the EIC and promote academic integrity in scholarship and research. The SAIC operates 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 34 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 was required for all undergraduate students who were 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. The EIC also worked closely with UGS and Innovative Education to identify Proctorio as the selected proctoring service available to faculty for online coursework and tests.

## **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 third 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, this year numbering over 25 events. 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 *The Complete Persepolis*, written by Marjane Satrapi. Global themes such as values of democracy, religious beliefs, the effects of civil wars, political upheaval and the impact upon private and public life, examined both historically and in contemporary times 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.

# STUDENT SUCCESS

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-led book discussions and panels, student book talks, and faculty presentations. A session during Parent & Family Weekend encouraged student and family discussion. The Humanities Institute co-sponsored an author and CRE guest speaker, Firoozah Dumas, who met with various classes in Academic Foundations, the Honors College, and the Global Citizens Program on Sept. 24 before delivering the CRE lecture. SYCOM from the School of Music presented a concert, "Politics and Sentiment: Musical Reflections on *The Complete Persepolis*", where students' original electronic music compositions based upon themes from the common read book were performed. 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. Finally, the unveiling of the 2016-2017 CRE book (*The Other Wes Moore* by Wes Moore) was announced at the closing reception.

# ACADEMIC PROGRAMS

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

The Bachelor of Science in Applied Science (BSAS) program continues to be the primary degree completion pathway for Associate in Science (AS) degree holders. This program is especially unique in that it is designed to utilize and fill existing seats in courses routinely offered by academic departments associated to the multiple disciplinary areas of concentration. Enrollment has remained relatively steady from the previous year with 181 active Tampa students currently majoring in the BSAS as of early (April?) with an average GPA of 3.0. The most popular concentrations remain: Criminal Justice, Public Health, Leadership Studies and Information Technology.

## **Bachelor of General Studies**

The Bachelor of General Studies (BGS) degree completion program relocated from the Innovative Education office to TRAC in June of 2015 and continues to support nontraditional, returning adult students. The BGS program and the Complete Florida initiative are both designed to serve the rapidly growing needs of the region and state for quality educational opportunities for place bound students who desire to progress in their careers and broaden their capabilities through completion of a bachelor's degree. There are currently 215 actively enrolled students in the BGS program with an average GPA of 3.0. On average, 50 students are enrolled each semester and graduate approximately 25 to 30 students each semester. The most popular concentrations are Business, Selected Studies, Public Health and Public Administration.

## **Office of Academic Services**

The Office of Academic Services has many diverse responsibilities, from catalog development, to applications development, to student services. Following are highlights of work completed during Academic Year 2015-2016.

- USF System Academic Resources – The team worked collaboratively with staff from USF, USFSM and USFSP to create the USF System Academic Resources website. This website provides a resources and central clearinghouse for pre-proposals, new program proposals, degree inventory and the curriculum codes.
- USF System Course Proposal Site - The team is continuing to work closely with staff members from the colleges, Office of Graduate Studies, USF Sarasota/Manatee and USF St. Petersburg to offer a one-stop shop for all course proposals—undergraduate, graduate and general education. The anticipated launch date of the new site is August 2016.
- The team worked closely with the DegreeWorks staff, Registrar's Office and advising community from all USF institutions to implement the General Education Core requirements into Banner, Course Inventory and DegreeWorks.
- The team continues to work closely with the DegreeWorks staff to better align the audits with catalog in order help alleviate excess hours.
- Leadership Studies Minor - The Leadership Studies program continues its strong collaboration with Student Affairs and continues to work closely with the Center for Student Leadership &

# ACADEMIC PROGRAMS

Civic Engagement (CLCE) to connect students to the academic curriculum within the Leadership minor. More than 60 students were awarded the Leadership Studies minor between Summer 2015 and Spring 2016, a decrease of 8.5 percent from the prior academic year. The reduction is due to tightening of the degree progression policy that states a minor may be pursued only if it may be completed without extending the time to graduation.

- TECO Cohorts - The TECO program continues to thrive. In Spring 2016 USF admitted 25 students into cohort 3. Eighty-four percent of the cohort 3 students came to USF with an A.A. degree from Hillsborough Community College (HCC) and the other 16 percent came to USF with an A.S. degree from HCC. All 20 members of cohort 1 have graduated as of Spring 2016, most before spring and 8 of the 16 students from cohort 2, were graduated as of Spring 2016.

## **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 Bulls Unite and Stampede to Success events. 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 will present at the Innovations event at the Sunshine Scholars event in Orlando.
- OUR Training Workshops: The OUR offered 50 workshops in the **Getting Started in Undergraduate Research Series** during Summer/Fall/Spring that were attended by 847 students. Over 70% of the students attending the series were 1<sup>st</sup> or 2<sup>nd</sup> year students. The OUR offered an additional 39 Professional Development workshops that were attended by 288 students and also provided 15 individualized UR workshops for faculty and student groups (~300 students). Total events: 89; total students: 1,435.
- Development of Novel UR Opportunities: Lisa Piazza, the OUR Director and grad student Danielle Findely provided UR projects for 8 undergraduates. The OUR offered the **CREATE Scholars Program (Creating Research Experiences and Activities Through Teaching Enhancement)**. The OUR supported 11 courses that provided 250 students UR experiences. The success of the initiative was validated by a survey where >85% of the CREATE student

# ACADEMIC PROGRAMS

researchers indicated that they gained elevated confidence across 12 research competencies.

- **OUR Funding, Presentation and Publication:** The Director completed the first year of the USF-HHMI STEM Academy program to 116 incoming first year STEM majors. The program had 99% retention rate, 94% STEM major retention and average of 3.50 GPA for the cohort. The initiative also provided 5 STEM doctoral students and 17 UG peers professional evidence of mentorship and enhanced STEM pedagogy. The Dir. Also managed a STEM Living Learning Community for a cohort of 32 STEM Academy Scholars.

The OUR Director, Lisa Piazza (assistant Dir.) and Andrew Smith had a peer reviewed paper accepted for the CUR Quarterly that will be published in summer 2016: **“Creating Librarian-Mentored Undergraduate Research Projects that Promote Innovative Partnerships between Campus Units”**. The OUR Director was accepted to present a platform session at the 2016 Society of Toxicology Annual meeting and also co-chaired a session on ***Enhancing Oral Communication Skills***.

The OUR Director won the bid for USF to host the **CUR Biennial Conference** in June 2016. USF is the first university in Florida to host this National conference that will bring >700 faculty to USF.

- **Scholarships and Funding:**
  - The **Research in Arts Scholarship** supported six students who developed creative works that are on display in the OUR office suite and also presented at the 2016 UR Colloquium. This initiative represents a truly unique program that highlights the impact of research outside of the STEM disciplines. A publication is in preparation.
  - The **Interdisciplinary Research Scholarship** promotes student engagement in interdisciplinary research at USF. This initiative is in direct alignment with the USF Strategic Plan. Thirteen awards were made and eight projects were 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. One student received awards and presented at the UR Colloquium.
  - 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. One student received an award.
- **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. This year a record 450 undergraduate students presented their research and creative activities through 370 projects from all disciplines and academic colleges making **this the largest undergraduate research event held at any**

# ACADEMIC PROGRAMS

**of the State of Florida Universities.** Over 25% of the students presenting projects are in their first or second year at USF showing the high level of early engagement in research that is one of USF's strategic priorities. The OUR received a record 150 requests from faculty/students/staff/alumni to serve as research facilitators and over 130 participated including 60 alumni. \$8,200 in Research Excellence Awards was presented to 38 students.

- 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 (GEC) approved two new general education courses, one new capstone course, one new writing-intensive course, 57 re-certifications of existing FKL courses (including seven global re-certifications), and one substantive change. Significant discussions throughout the year were dedicated to capstone courses, focusing on quality and purpose. No action was taken. A new GEC chair, to begin in Fall 2016, was elected. In support of the Global FKL goal of the QEP Global Citizens Project, the GEC approved the new global criteria for recertification of courses in the areas of Social and Behavioral Sciences, Humanities, Fine Arts, and Human and Cultural Diversity in a Global Context and reviewed/approved. Finally, the legislative change to general education requiring 15 credit hours in the areas of communication, mathematics, social sciences, humanities, and natural sciences was implemented for students entering the SUS beginning Fall 2015.

## **Undergraduate Council**

The Undergraduate Council had fourteen meetings in AY2015-2016, approving 81 new courses, 50 course changes to existing courses, and 52 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 and approved, including procedural changes to online course proposals that included the Global Citizens Project (GCP) additions and the decrease in the upper-level course requirement for graduation. New pre-proposal and proposal guidelines for new undergraduate programs were re-introduced and discussed, including details on the new processes and checklists for approvals. Other business included updates to the syllabus statement to include Online Proctoring and discussion on implications of the Caption and Media Access Policy 10-506. Finally, the UGC members discussed USF System Policy 10-065 Credit Hours, Alternative Methods of Delivery and Transfer of Credit, and Variations in Program Length and the Council's role in support of new course/program approval for online delivery, acceptance of foreign bachelor's degrees less than four years in length, and Competency-based educational courses, programs and hybrids as stated in the policy.

# ACADEMIC PROGRAMS

## 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, eight 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 decreased to 178 Cadets. This is a function of decreased commission mission of the Class of 2017. However, our contract mission for the Class of 2018 and beyond has increased to 45 per class and positions USF to be the number one producer of Army Second Lieutenants within the State of Florida. Currently 105 Cadets are "contracted" and receive monthly stipends that total \$475,000 over an eight-month period. The battalion has 101 Cadets with an ROTC scholarship that totals over \$850,000 in benefits.

The battalion will commission 32 Second Lieutenants into the U.S. Army during 2015, far exceeding its mission of 19 Second Lieutenants. Three of these officers will graduate with honors as Distinguished Military Graduates, placing them in the top 20 percent of Cadets in the nation.

USF Army ROTC Cadets participated in numerous extracurricular training and social events to include: the Fall 2015 Ranger Challenge Competition hosted by the Suncoast Battalion. The USF Ranger Challenge team placed 10<sup>th</sup> out of 56 teams within the Brigade. Additional leadership training for the students included: field training exercises; obstacle and leadership reaction courses, and numerous joint color guards for the USF athletic department and local community. USF Students also participated in the Army Ten-Miler race in Washington D.C. The senior class participated in the first 6<sup>th</sup> Brigade Cadet Leadership Development Exercise (CALDEX) at Fort Knox, Kentucky prior to spring break where they practiced team building and ethical decision making in preparation for commissioning.

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

Also during the summer months, selected USF Army ROTC Cadets attended and graduated from highly coveted US Army schools. One Cadet graduated from Airborne School and six 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.

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## **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 2015-2016 Academic Year reached as high as 131 cadets in early Spring 2016 semester, and is currently at 114 cadets from the University of South Florida and 14 other cross-town colleges and universities. Financial impact to the university totaled \$512,930.38: \$287,415.34 for 43 cadets on scholarship, and \$225,515.04 in stipend payments to the scholarship cadets plus 22 non-scholarship cadets on contract. The 2015-2016 graduating and commissioning class consisted of 11 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.

USF Detachment 158 supports 13 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 continued as 1 of 6 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. It also sent a Detachment 158 cadet to the Academy in the fall for a reciprocal exchange. Other broadening activities include a contingent of over 40 cadets attending the Air Force Association Symposium in Orlando, where they interfaced with the top leaders of the Air Force; a highly realistic active shooter exercise involving AFROTC, NROTC, and University Police; and, 25 cadets visiting MacDill AFB in Tampa and Patrick Air Force Base in Cocoa Beach, where they learned about various Air Force organizations and activities.

Detachment 158 hosted the 2016 AFJROTC Florida state drill meet. 20 high schools and over 500 participants and supporters participated in a day-long competition showcasing military drill and precision. The detachment also sent a team to the University of Florida campus to compete and garner 1<sup>st</sup> place honors at the 2016 Annual State of Florida Lime Cup. 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 Color Guard maintains support of USF activities including football and other athletics, academic conferences and Veterans' commemorative events at the Grand Opening of the Tampa Premium Outlets Mall, Veterans Day Celebration at the Florida Hospital, Walk Like MADD (Mothers Against Drunk Driving) for Florida, Grand Opening of Mission BBQ, Military Appreciation Football game and Homecoming Parade. Community service activities continue to support James A. Haley VA hospital, as well as providing support to the MacDill Airfest.

# ACADEMIC PROGRAMS

## **Naval ROTC**

The 2015-2016 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 23 new Midshipmen and Officer Candidates. The unit mustered 76 students this year, most of who are on scholarships and provided direct financial compensation to USF of nearly \$676 thousand dollars. This year USF NROTC commissioned 10 new Ensigns and 2 new 2nd Lieutenant 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 The Day of Inspiration, 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.

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 Spartan Race series.

## COMMUNITY AND STATE COLLEGE RELATIONS

The area of State & Community College (S&CC) Relations improves the transfer student experience through the development of new processes, enhancing relationships across campus to form better communication patterns and cultivate new partnerships with stakeholders at the State and Community Colleges, most notably Hillsborough Community College (HCC), St. Pete College (SPC), Pasco-Hernando State College (PHSC), Polk State College (PSC), State College of Florida-Manatee/Sarasota (SCF) and College of Central Florida (CCF). The area's work includes collaborative advising between institutions, outreach events and on-boarding of new transfer students, and identifying possible enhancements for course articulation.

The past year S&CC Relations has created strategic academic pathways which detail the requirements for USF majors from matriculation at the state and community college all the way through graduation, including program specific pre-requisites courses, GPA, tests, etc. These were made in support of FUSE, a partnership with the S&CC, which uses the pathways along with enhanced academic advising to promote successful transfer and completion. During Academic Year 2016-2017 will be a pilot for FUSE among HCC and SPC together with USF.

We hired and are onboarding a new Academic Recruiter/Advisor for State and Community College Relations who will report to the Assistant Director and perform embedded advising work at HCC to support prospective students. We have been examining transfer course articulation practices with university personnel for non-SUS/FCS coursework and focusing on making the permanent articulation catalog processes even more efficient. Maintaining electronic transfer student information has been a priority the past year as well, which will look to expand into articulation information and resources. Another accomplishment was the attainment of 10 Logitech webcams donated to USF from HCC through a partnership with the STEM transfer center to be used in group advising appointments to enhance students' USF transfer experience.

