

University of South Florida™

Undergraduate Studies

2018 /19 Annual Report







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DEAN'S MESSAGE

10%

When I arrived last year, I was excited for the opportunity to help students succeed at scale, to be part of a dynamic and diverse institution motivated by constant improvement, and for the privilege to lead a team that was at the heart of it all. It did not take long to understand just how important the various units in Undergraduate Studies were to the University of South Florida's overall success. And just as quickly I came to know how remarkable all of the staff, administrators and students that make up Undergraduate Studies truly are.

Therefore, when we had a number of employees from Undergraduate Studies recognized at the Outstanding Staff Awards this year, it was not a surprise. But when we think about the size of USF, it came as a small surprise that 10% of the USF awards went to staff in Undergraduate Studies! Two of our groups won team awards. We celebrate Eirleene Bristow, Roshanda Pinson, LaTosha Thomas, and Brian Williams in Student Support Services and Lorene Hall-Jennings, Sandra Ruzycski and Chase Patterson on the Curriculum team for their amazing work. Keri Reigler was recognized as outstanding staff in Student Success and Orientation's Ryan Newton won Employee of the Year.

These are just a few of the awards and accolades that have been bestowed upon the professionals in our unit this year. The list of contributions extends beyond internally recognized efforts to move student success forward at USF, as seen in the long list of papers and talks later in this report. When we talk about numbers like 10% at the University of South Florida, our minds most commonly think about our performance-based metrics. Let us not forget that, but let us focus instead on what is moving those numbers forward: the people of Undergraduate Studies.

It is my pleasure to serve in leadership with you.

Paul

Paul Atchley, Ph.D.
Dean of Undergraduate Studies
Senior Associate Vice-President



PREPARING FUTURE LEADERS

Undergraduate Studies (UGS) has always been supportive of USF's ROTC programs and the growth of its students. Paul Atchley, dean of Undergraduate Studies was an Army ROTC cadre in his undergraduate years and recognizes the importance of life, academic, and career lessons a student can learn by participating in ROTC. Undergraduate Studies sees ROTC providing diverse leadership development opportunities for students as an important part of their education.

Like many other ROTC units, USF Navy ROTC doesn't yet have any female instructors on its staff, giving midshipmen limited exposure to women in leadership positions. This prompted Dean Paul Atchley and Navy ROTC commanding officer, Captain John Schmidt, to offer a leadership learning opportunity to three USF students to attend the Navy Women's 2019 Symposium, and benefit from the experience of interacting and learning from female leaders from many key warfare areas that the students will likely work.

The Symposium was led by Navy and Marine officers sharing their personal experience, wisdom, leadership principles, solutions and management of different situations, lessons they have learned, and that it is OK to not always know the answers but that there are resources out there to help them.

Freshman, Kristopher Ribecky, was one of six men to attend the conference. Kris, impressed with the informative and interactive style of the conference, walked away with feeling that the principles he learned in his ROTC training were "lit-up." Rachael Cabrera, a junior who has been in ROTC for four years said, "The conference was a great opportunity to meet female officers, commanders, and captains." The students felt the leaders really cared about the midshipmen. The leaders encouraged students to connect and stay connected to the others they met during this time together and stressed the importance of networking. "This is the second straight year that we have sent students to the Women in Naval Service symposium. It is a great event that exposes our students to unique leadership perspectives, and they bring back great lessons that will serve them well as they become Navy and Marine Corps officers," said Captain Schmidt. The conference highlighted ethical situations based on gender biases that leaders may encounter in their daily line of work. Students learned to look beyond your instinctual bias and make concentrated efforts to look at the midshipmen as equal "sailors". This was practical knowledge for future challenges and scenarios they will face as officers. Everyone who completes the Navy ROTC training will go on to become Active Duty Officer. There are no reserves like some military ROTC programs. The exposure of various leadership styles, techniques, and situations will enhance the preparedness of students before they become officers.

"We don't talk about it enough - how to work together," Rachael said. "Conferences like this focus on tackling and working through unique leadership situations. Especially looking at gender interactions and bias that may arise." The students expressed that hearing directly from women who shared their real-life experiences had a high impact on them. "It was the best military experience in my life, it made a huge impact on me," said Kris.



DOCTORAL STUDENT HAS LONG AND DEEP TIES WITH UNDERGRADUATE STUDIES

Camara (Cam) Silver was a high school student when he first encountered the Undergraduate Studies Upward Bound program. The federally funded program provides academic opportunities for high school students from first generation and low-income families to succeed in their precollege academic experiences and higher education pursuits. Upward Bound offers support and academic assistance to fill in academic gaps that students would need to be prepared for college.

During high school, Cam was a student who worked hard, made the most of opportunities, and has always asked for help when he needed it. Several years later, Cam is now finished with his doctoral coursework and is working on his dissertation, “The Domestic Calculus of US Involvement in Humanitarian Crises: The Cases of Rwanda and Haiti.” As part of his research, Cam went to Washington D.C. to interview three former members of the Clinton administration, each a high-level administrator in the areas of international affairs.

“I first met Camara in 2008 as a high school senior, said Ray Cabrera, director of Undergraduate Studies Upward Bound program. “ In 10 years, I have seen him grow personally and professionally and it all started with Upward Bound. His hard work and passion for History coupled with a supportive environment have helped him reach new heights.”

Receiving his Bachelor’s degree at St. Leos University, Cam came to USF to work towards his master’s degree in African Studies and his Ph.D in Political Science. While a graduate student at USF, Cam has been a very involved staff member of the Undergraduate Studies Upward Bound program. He has worked with students on tutoring, teaching History courses, and organizing and leading activities.

“As an alum of the Upward Bound, I’ve been fortunate to have worked there since January 2013. Upward Bound has assisted me since my masters in Africana Studies and Ph.D. in Political Science,” said Cam. “As a Graduate Assistant, I’ve learned skills outside of my degree ranging from academic advising to residential living. Due to my BA in History, I’ve been able to teach History courses during the summer. When I graduated with my BA in 2012, Dr. McRae, the former Upward Bound director, asked me when I was going to come back to Undergraduate Studies to help with Upward Bound. I graduated from Upward Bound in 2009 and I’m still a part of the program.”

Cam currently teaches six three credit courses, two classes in the USF Honors College, two at Hillsborough Community College, and two at St. Leo University. One of the courses he teaches for St. Leos, Race & Racism, is held at the Pasco County Jail. Cam recently received the Black Faculty & Staff Award in on February 28, 2019 for the Honor’s College course he created “Queer Social Movements in Global Perspective.” He was also awarded the McKnight Scholarship and received the Florida Trio Achiever Award in Florida for 2015 for his work with the Upward Bound program.

Cam’s research will take him next to the Clinton Presidential Library in Little Rock, Arkansas. There he will continue looking into the United States involvement with the Haitian Uprising and limited involvement with the Rwanda Genocide. His goal is to finish his dissertation in the Fall and graduate in December 2019.

Undergraduate Studies provides additional programs such as Student Support Services and College Reach Out Program to support and direct students from diverse backgrounds in achieving their academic and career objectives.



The Office of Orientation assists students in their transition to USF by providing resources and programs that promote academic success, personal integrity, global leadership and foster pride in being a Bull.



STUDENT SUCCESS

ORIENTATION

Students Attending Orientation	Spring 2018	Fall 2018	Spring 2019
First Year	1671	2805	423
Transfer	743	3490	1568
International	258		
SSS	90		
ACE	105		

Students Attending Orientation*	Combined Summer and Fall 2018 and Spring 2019
First Year and Transfer Athletes	102
INTO	256

*Included in First Year and Transfer numbers in first table

Orientation Leader (OL) Leadership Engagement

OLs are student leaders who guide incoming cohorts of first year students, transfer students, and their families and guests throughout the Orientation and onboarding experiences. By the numbers and of note: representation from each academic college, including the Honors College, 66% of the team have an underrepresented ethnic identity, overall team GPA is 3.58. Also noteworthy are the First day recruitment numbers: 2,075 (first day) vs. 1,789 overall the previous year.

For the 3rd year OLs participated in a Spring Service Trip with Give Kids the World Southern Regional Orientation Workshop at Coastal Carolina (SROW): 69 leaders, 2 F/T staff, facilitated presentations, won an award for the cookbook submission with Habitat for Humanity Orientation Programming and Student Success.

Over the past year, the Orientation Team experienced great success implementing common programming outcomes and objectives, a broader use of campus space and a flip classroom/goal setting approach to programming.

First Year Student (FYS) success data: 99.1% of FYS felt supported by USF and feel able to reach their full potential, 97.3% of FYS said they made a connection with other students at Orientation, 95.3% of FYS provided unsolicited, individual recognition of their OL, 98% of FYS felt confident in their ability to be successful at USF, 99.23% of FYS were overall satisfied with their experience

Transfer student success data: 97.9% of Transfer students believe they can be academically successful at USF, 96.7% of Transfer students believe they have a support system at USF and consider their OL as part of that network, 90.3% of Transfer students believe USF has removed obstacles in their path to success, 85% of Transfer OLs were identified as having made a unique or profound impact on at least one student attending Transfer Orientation sessions

Cross-campus Collaboration For New Student On-boarding:

The Offices of Admissions, Orientation, New Student Connections and Parent and Family Programs implemented the GoBullsGuides app [through the myUSF mobile app] for campus tours, Orientation programming and Admissions, Week of Welcome and Family and Friends Weekend events.

Orientation information for families and guests can now be found in the Bull Family Connect, a publication hosted by the Office of Parent and Family Programs.

Creation of myBullsPath (New student on-boarding portal) in partnership with the Appian Team and System-wide stakeholders. The portal is set to launch on 7/8/19 and should prove to change the way we at USF on-board new undergraduate students to the University, while providing real-time updates for students regarding where they are in the process.

FIRST YEAR SEMINARS

First Year Seminars is responsible for the curriculum, instruction, and administration of three student success seminars, SLS2901 Academic Foundations, SLS1101 University Experience, and SLS3113 Academic Transitions. Several special sections are offered, including two courses with specialized curriculums: UDecide – Exploratory Majors and ACE – Academic & Cultural Enrichment.

During the 2018-19 academic year:

- First Year Seminars continued utilizing Flipped Classroom pedagogy, in which students complete online reading and homework BEFORE class. Time in class is spent doing interactive activities and applying the content in engaging ways.
- Students found great benefit from the courses (Source: USF Course Evaluations/Custom Survey)
 - 88% of students indicated on the course evaluation they would recommend their instructors to other students
 - 67% of students indicated on the course evaluation this course helped them to perform better in other classes
 - 60% of students indicated on the course evaluation they would recommend this course to other students
- Enrolled 1,168 students in SLS2901, SLS1101, and SLS3113 for 2018-19 AY
 - 22% of FTIC (Summer + Fall admits) enrolled in SLS2901 or SLS1101
 - Enrollment by term: 229 Summer 2018 | 701 Fall 2018 | 238 Spring 2019
- Employed 48 adjunct instructors
 - Adjunct Instructors by term: 10 Summer 2018 | 33 Fall 2018 | 10 Spring 2019
 - 12 trainings offered for instructors
 - 91% of instructors received rating above 4.0/5.0 on student evaluations of instruction
- Incorporated 25 volunteer undergraduate Peer Leaders and 3 volunteer graduate teaching assistants in Fall 2018
- Offered 23 major/interest/living-learning community specific sections
- Partnered with Innovative Education to offer 5 sections of SLS1101 University Experience for the Academic and Cultural Enrichment (ACE) program Summer 2018 (92 students | 5 instructors)
- Partnered with the undergraduate INTO Pathways programs to offer sections of SLS2901 Academic Foundations for INTO students (155 students | 9 instructors)
- Partnered with Career Services on My Plan + My Pathways program and Experiential Learning Expo and Major Expo event participation (with Council on Academic Advising and Academic Advocacy)

Student comments included:

- “I valued the ability to have more in-class discussions and a lot of student-instructor interaction”
- “The most valuable thing about this course are all the resources I was able to learn about. As a freshman, this class made my transition much easier and more comfortable and it introduced me to a lot of friends that are in the same position as I am.”
- “I don’t really think there was only one valuable thing; rather there was a bunch of information that I found valuable because I could relate it to my life and other classes.”





OFFICE OF ACADEMIC ADVOCACY

During the past year, the Office of Academic Advocacy (OAA) contributed to USF's strategic focus on improving first-year retention rates and 4-year and 6-year graduation rates. Transfer Academic Advocates have contributed to the reduction in Excess Credits to graduation.

OAA services by the numbers

- First Year Persistence Advocates supported the 90% first-year student retention rate goal.
 - Utilization of Archivum Insights and registration nudges resulted in a record first-year retention rate of 91%
 - Exploratory Curriculum Major students also achieved a 91% retention rate
- Academic Progression Advocates worked with students from their 2nd year to graduation.
 - Coordination of Finish in Four efforts resulted in a record 4-year graduation rate of 61%
 - Tracking of cohorts aided improvements in the 6-year graduation rate from 71% to 73%
- Academic Advocacy worked with User Applications Specialist in Undergraduate Studies to develop and pilot the OAA ReportSuite through Power BI. This platform merges multiple data sets to identify at-risk students for targeted outreach and assistance.
- Referrals received by Academic Advocates from collaborative partners in Archivum Insights saw a 57% increase.
- Referrals from instructors via Canvas opened in fall 2018 to all undergraduate course instructors. Academic Advocates are awaiting reporting to capture the total number of students referred by instructors, but we estimate 400+ referrals per week during peak weeks leading up to midterm.
- The Intake Coordination processed over 1000 student referrals last year.

Collaboration

OAA continues to participate in over 20 committees across campus and collaborates with over 20 departments in the development of programs and services. This year we were particularly proud of the leadership our Transfer Academic Advocates took in support of the inaugural Transfer Student Week at USF. A few new contributions and collaborations included chairing the Operational Solutions subcommittee of the Task Force for Student Debt Reduction, service on the Male Student Success Subcommittee, and participation in the Yield Team. Another major collaboration was with USF St. Petersburg and Sarasota-Manatee to share our models and tools for Case Management.

Achievements

- The Office of Academic Advocacy presented on their work to eight different state, regional, national, and international conferences and had publications accepted to Strategic Enrollment Management Quarterly and Aligning Institutional Support for Student Success: Case Studies of Sophomore-Year Initiatives.
- One Academic Advocate earned a Ph.D. in Higher Education Administration.
- Graduate Assistant selected to participate in the NASPA Graduate Associate Program and was awarded the 2018 NASPA Florida Graduate Student of the Year.
- Intake Coordinator won a Quiet Quality Award

NEW STUDENT CONNECTIONS

Established in the fall of 2007, New Student Connections (NSC) cultivates community, fosters a sense of belonging, and provides individualized support so each person feels cared for and that they matter, sees possibilities and hope, and can access knowledge and resources. NSC has empowered, well-trained caring staff and student leaders who invest their time and energy to support students as they navigate their academic, social, institutional, and personal/emotional adjustment to college. Highlighted below are the critical contributions completed this year that contribution to USF's strategic priorities, preeminence distinction, and our AAU eligibility.

UNIT GROWTH

- Revised department vision, mission, values, and goals to align with the Office of Parent and Family Programs
- Instituted an outreach and coaching curriculum that resulted in 25% increase in coaching sessions
- Implemented a Peer Coaching Certification process for the PALS, to ensure consistency in peer coaching efforts
- Engaged university colleges in a coordinated Week of Welcome experience through the Meet Your College event
- Elevated peer leader training to include FERPA and Sexual Harassment content
- Strengthened a student's sense of belonging through expanding access into affinity programs, sequencing summer and fall opening series events, and elevating the USF Photo and Pep Rally event.

STUDENT IMPACT: Data from May 2018 - March 2019

- Responsible for 30,176 interactions via outreach, affinity communities, campus traditions, and peer coaching efforts: 4% increase
- Individually supported students through common transition challenges to support their persistence
 - Outreach: 4,569 students: 144% increase
 - Peer Coaching: 230 students: 387 coaching conversations: 25% increase
 - Referrals: made 84 outgoing referrals to campus partners, received 60 internal referrals to NSC
- Peer Coaching aided in stronger persistence rates
 - 2017 cohort: FTIC males coached returned at a 90.2%
 - 2018 cohort: Students with outreach returned to spring at 96% rate; coached at 95% rate.
- Fostered a sense of belonging through shared interests and affinity groups for 129 students.
- Equipped 19 students with career-readiness skills and global competencies through 1,100 hours of training, 7,120 hours of employment.

CAMPUS COLLABORATION AND EXTERNAL VISIBILITY

- Expanded peer coaching pipelines with new partnerships with Ackerman Scholarship and USF FUSE
- Contacted by 7 external institutions of higher education to consult on their new student and peer-led student success initiatives
- Elevated the fall opening experience through coordinated partnership with HRE, RE, and faculty/staff volunteers
- Advocated for student transition needs through representation on 18 campus committees
- Volunteered with 5 national organizations and presented on 4 occasions at national conferences
- Cultivated new academic campus relationships while strengthening 19 existing campus partnerships

POINTS OF PRIDE

- NODA: Association for Orientation, Transition, and Retention in Higher Education, selected NSC's peer coaching program as a national best practice to be highlighted in their 2019 webinar series.
- Keri Riegler received the 2018 USF Outstanding Staff Award, served on the NASPA Center for Women Board of Directors, and chaired an external department review team at IUPUI.
- Michelle McNulty was awarded the 2018 NODA Norman K. Russell Scholarship, selected for the USF Ambassadors Apple Polisher Award, and was invited to participate in the NASPA doctoral student seminar.

“A few weeks into my first semester, I connected with a PAL who assisted me in identifying the resources and places that were a good fit for me on campus. I found purpose out of this experience and felt an overwhelming need to be resource for future students. I became a Peer Advisor Leader, along with 20 other students who had the same mission as me. Giving back to the students of this university is the ultimate goal that Peer Advisor Leaders work toward, and it is refreshing to know that there are students who have the empathetic capacity to serve other students on a daily basis.”

- 2015 first-year student; 2016 & 2017 Peer Advisor Leader; 2018 PFP Intern





PARENT & FAMILY PROGRAMS

The purpose of the Office of Parent and Family Programs (PFP) is to educate, support, and connect family members of USF students to the campus community through meaningful experiences. The unit cultivates community, fosters a sense of belonging, and provides individualized support so each person feels cared for and that they matter, sees possibilities and hope, and can access knowledge and resources. PFP has empowered, well-trained caring staff and student leaders who invest their time and energy to support families as their students navigate their academic, social, institutional, and personal/emotional adjustment to college. Highlighted below are the critical contributions completed this year that contribute to USF's strategic priorities, preeminence distinction, and our AAU eligibility.

UNIT GROWTH

- Revised department vision, mission, values, and goals to align with the Office of New Student Connections.
- Shifted philosophy of unit and staff responsibilities to strengthen alignment with student success priorities by elevating family outreach and coaching efforts, improving family communications based on identified pain points, and establishing a tracking system to identify benchmarks for engagement.
- Enhanced internal and external communication protocols and family notification procedures.
- Developed a welcome letter for all incoming families; over 2,200 families opened the correspondence.
- Expanded staff by adding an undergraduate intern to oversee unit marketing and communication efforts.

STUDENT AND FAMILY IMPACT: May 2018 – March 2019

- Enhanced individual coaching efforts to aid persistence efforts of USF students
 - 40 families supported via case management
 - 31 student referrals made via the Insights platform: 40% increase
 - 9 students identified as potential persistence risk: 13% increase
- Educated families to ensure they were equipped to support the needs of their student
 - 4,382 average readers per month of the BULLETIN e-newsletter; 11% increase
 - 12 issues; average open rate of 36%; 24% increase
- Offered digital experiences that fostered a sense of belonging
 - Achieved 95% engagement of members in the USF Families Facebook group: 1,000 active members
 - Witnessed 1,515 posts; 37,000 reactions (like, love, etc.); 19,200 comments on the USF Families Facebook group
- Fostered 5,462 connections via family events, presentations, and office visitors
 - 3,361 interactions at new student Orientation
 - 1,201 students/families attendees at Family & Friends Weekend: 20% increase
 - 500 interactions at Fall Grand Opening Welcome
 - 200 interactions at Fall Family Welcome Reception
 - 200 interactions at Summer Welcome Table
- Solicited feedback from 209 families to inform future practices, programs, and services.



OFFICE OF TRANSFER STUDENT SUCCESS

The Office of Transfer Student Success (formerly State and Community College Relations) serves the needs of prospective, new and current transfers. The office continues to offer services such as embedded advising at the state colleges, curriculum alignment through graduation pathways, professional development and trainings for state colleges and USF departments. In addition to assisting in orientation, special events and student organizations.

In an effort to better prepare transferring students, the Office of Transfer Student Success (OTTS) provided in person trainings and policy updates to administrators and advisors to include Hillsborough Community College, Pasco Hernando State College, College of Central Florida, Polk State College and Santa Fe College.

The Fuse Program, which is housed within OTTS, launched in 2016, has been recognized as our primary commitment to transfer students. Some recent highlights include enrollment of approximately 1,000 students in fuse across 8 FCS partners, and approximately 75% of the initial pilot cohort has matriculated to USF as of Spring 2019. As we strive for continuous improvement, our goal of completing standardized Graduation Pathways is nearly complete. Next academic year we will unveil over 30 pathways for all partner schools, which significantly increases the major options for all participating students. The fuse scholarship is now available and provides \$1500 to eligible students each semester. As of April 2019, the fuse scholarship has been distributed to nine students.

Currently, the fuse scholarship is available for fuse students at Hillsborough Community College, St. Pete College and Pasco Hernando State College (fuse education majors only). Last but not least, reports with enrollment projections by college and major, enabling USF and our FCS partners to forecast and prepare for student matriculation, will begin soon.

- Over 1,000 fuse students in pipeline
- Transfer Success advisors saw 1,720 unique appointments in 2018. Since January 2019 they have helped 549 students
- The team has continued offering training and presentations to high school counselors and students, state college staff, and USF colleagues
- The office recently took lead on advising Tau Sigma National Honor Society and the Transfer Student Organization
- The grad paths audit process will be complete in May 2019 offering all 8 institutions all existing grad paths as options
- The Transfer Services Network between USF, FIU and UCF continues to hold annual meetings, including the 2019 meeting set to be hosted by USF and to include FAMU, FSU and FAU

STUDENT SUPPORT SERVICES

Board of Governors Performance Metrics Common to all Institutions SSS contributes to metric numbers 5 and 7

#5

Academic Progress Rate
2nd Year Retention with GPA with
GPA Above 2.0

97% of SSS Fall 2017 admits
returned Fall 2018 and 96.8%
were in good academic
standing

#7

University Access Rate
Percent of Undergraduates with a
Pell-grant

90% of SSS admits are Pell eligible

The Student Support Services (SSS) program is funded by the federal government (82%) and USF (28%) and assists the university in obtaining its sustainability, student access, diversity, retention and graduation goals. SSS collaborated with Housing and Residential Education to create a new Living Learning Community in Beta Hall for the 2018-19 year. For the first time ever, all SSS freshmen students resided in Beta Hall (a traditional style residence hall in the Argos Complex). Beta was chosen for the SSS LLC because of its affordability, comfortable accommodations, and central location on campus. The purpose of the SSS LLC is to facilitate SSS programming that helps increase student persistence and student success. LLC programming included SSS workshops, SSS Counselor Office Hours in Beta, a Welcome Back ice cream social, and a healthy cooking demonstration with cost-effective ingredients. Upper class SSS students served as the LLC Residential Assistants (RAs), and they were outstanding students who were instrumental to the success of the LLC – Jose Andres Ardaya, Shamease Cooper, and Kelly Korpela.

SSS Director Reba Garth was one of the panelists for “College and Career Conversations.” This panel was held as part of the Tampa Bay Black Heritage festival. Dr. Theresa Lewis (event coordinator), Phyllis Thompson Walters, Otis Coling, and Gia Roberts are all former SSS students who attended the event.

CROP

The Florida Department of Education provides state funds for the College Reach-Out Program (CROP) to provide pre-collegiate services for students in grades 6 through 12 in public schools who are educationally disadvantaged from a household considered first generation and low-income. Over 100 middle and high school students representing roughly 32 of Hillsborough County's public schools attend the program on the University of South Florida Campus. The program has four primary goals: motivate students to pursue a postsecondary education; enhance students' basic learning skills; foster their personal and career development; and strengthen students' and parents' understanding of the benefits of a postsecondary education. To assist students with achieving positive academic outcomes and enter a postsecondary education institution, CROP provides academic, cultural and social services. Services include tutoring in core subject areas, Language Arts, Science, Math, Spanish, Social Studies as well as Test Prep and Study Skills on select Saturdays and weeknights on USF Tampa campus. Students also receive academic counseling, mentoring, opportunities to be involved in culturally enriching activities, on-campus college tours and visits to other colleges and universities throughout Florida.

Additionally, a one-week summer residential living experience on USF campus is available to students. For 2018-19 funding year, CROP graduating seniors represent eight of Hillsborough County's public high schools. 100 percent of the graduates have applied to a public college/university and each plan to attend a Florida postsecondary institution. 36 percent of the graduates will be attending HCC with plans to transfer to USF and 64% applied to other Florida state colleges. All 11 of the CROP 2019 graduates will qualify for a full Pell Grant. Their unweighted cumulative state GPA average is 3.1 with a weighted cumulative district GPA average of 3.9 that is an increase from 3.8 in the class of 2018. Partnerships with on and off-campus programs provide students additional services in the areas of tutoring, career awareness and leadership development. Among the programs at USF are the Academic Success Center, Morsani College of Medicine, College of Pharmacy, MUMA College of Business, College of Engineering and USF-Upward Bound Program. Off-campus program collaborations include Hillsborough County Schools, BEST Program (Brain Expansion Scholastic Training) and the Florida Educational Fund (FEF). County partnerships include CROP's Tampa Bay Consortium (TBC) that consist of Hillsborough Community College, St. Petersburg College and State College of Florida all who are partners with USF's Fuse Program.



UPWARD BOUND

The University of South Florida Upward Bound Program (UBP) is a TRIO college-access program funded by the United States Department of Education. USF UBP is among the longest running TRIO programs in the country and serves eight Hillsborough County high schools. Participants come from low-income households or households in which neither parent holds a bachelor's degree. Services include instruction, tutoring, counseling, mentoring, cultural enrichment, campus tours, and a college residential experience. The average GPA of program participants is a 3.5. 98% percent of students from the class of 2018 graduated from high school, with 91% enrolling into college by the fall of 2018. Partners include Hillsborough County Schools, Morsani College of Medicine, College of Pharmacy, Muma College of Business, College of Behavioral and Community Sciences, College of Engineering, College of Arts and Sciences, and the Florida Education Fund. This year USF UBP received a supplemental STEM grant in collaboration with the USF Office of Undergraduate Research which provided a combination of curriculum experiences (mobile app building, cybersecurity, and data visualization) along with field trips to Kennedy Space Center and Stem Wars Atlanta. These partners help expose students to career options and college pathways.

CURRICULUM

ENHANCED GENERAL EDUCATION

The Enhanced General Education curriculum made substantial progress during the 2018-2019 academic year. First, the Tampa General Education Council (T-GEC) began the review process for the top two tiers of the pyramid (Personal and Social Responsibility and Integrative and Applied Learning). This process was done in collaboration with USFSM and USFSP as a step in consolidating Enhanced General Education across all three campuses. The table below shows the number of courses reviewed and approved as well as the distribution of High Impact Practices (HIP) for the top two tiers. Currently Approved Courses in Enhanced General Education

Currently Approved Courses in Enhanced General Education

Tier	Proposals Reviewed	Proposals Approved	HIP Category (if applicable)
Intellectual & Applied Skills	75	71	Not Applicable
Personal & Social Responsibility	32	22	7 Collaborative Learning 18 Community Engaged Learning 5 Capstone 2 Undergrad Research
Integrative & Applied Learning	70	54	7 Community Engaged Learning 30 Capstone 3 Education Abroad 22 Internship 8 Undergraduate Research

Second, both USFSP and USFSM faculty senates approved the adoption of the Enhanced General Education curriculum in Spring 2019. Current consolidation efforts include working with faculty senates on all campuses to create a streamlined course approval process so that USFSP and USFSM faculty can begin proposing courses for Enhanced General Education over the Summer. This means that the GECs on all three campuses will be working during Fall 2019 to review and approve these courses so students can register for consolidated general education courses in Spring 2020.

Finally, on February 4, 2019 the T-GEC approved the Enhanced General Education Assessment Plan. This plan was developed by faculty from all three USF campuses and based on the AAC&U VALUE rubrics and published best-practices. The plan requires faculty teaching an Enhanced General Education course to use a standardized rubric to score one of their general education assignments. Undergraduate Studies (UGS) will then scrape the assignment and corresponding rubric and publish all of the data on a dashboard accessible to all stakeholders. Beginning in the end of Spring 2019, faculty will be trained on using the rubric, and data collection will begin in Fall 2019. All Enhanced General Education assessment information (including faculty resources) can be accessed using this link: <https://www.usf.edu/undergrad/general-education-council/gened-revision/assessment.aspx>

UNDERGRADUATE CATALOG AND CURRICULUM

- In July 2018, the Provost issued an immediate temporary suspension of new curricular proposals (with limited exceptions). This decision was guided by the substantial effort to align USF-wide curricula in preparation for submitting the “Substantive Change Prospectus” to SACSCOC in March 2020. The exceptions to the suspension were:
 - Curricular revisions required for USF consolidation, including general education, QEPs, and common cores for all curricular offerings within a degree program.
 - Course revisions to align pre- and/or co-requisites.
 - Changes required by a specialized accreditor and/or a governing body.
 - New course proposals for replacement of Special Topics Courses.
 - Courses to fulfill USF Tampa’s Enhanced General Education Curriculum.
 - Non-duplicative new degree programs approved in the USF System 5-year New Degree Masterplan.
 - Documented need to meet workforce demands that cannot be satisfied by a USF institution.
 - Other unanticipated exceptions to be approved by the USF System Academic Program Advisory Committee (APAC).
- Dr. Jennifer Lister submitted a business case, investment proposal, and technology fee request for new catalog management and curriculum workflow software. The proposals were approved and funded.

Undergraduate Council – Dr. Jill Roberts served as the Chair of the Council

The Undergraduate Council (UGC) held 12 meetings in AY 2018-2019. The UGC reviewed 79 courses and approved 78 courses. Of those, 25 were new courses, 53 were course changes, and 1 course was denied. In addition, there were 23 new curricular changes and 2 new degree programs approved (full proposals for Cybersecurity and Supply Chain Management). These reflect meetings through March 2019.

General Education Council – Dr. Scott Besley served as Chair of the Council

- The General Education Council held 15 meetings in AY 2018-2019, reviewed 118 courses, and approved 83 courses with Enhanced Tampa General Education attributes. There were 10 new courses approved. All approved courses had the following attributes:
 - Creative Thinking (TGEC) - 1
 - Human & Cultural Diversity (TGED) – 2
 - Ethical Reasoning & Civic Engagement (TGEE) – 25 total
 - Community Engaged Learning, 14, Interdisciplinary, 5, Collaborative Learning 3, Capstone, 2, Undergraduate Research, 14, Interdisciplinary, 5, Collaborative Learning, 3,
 - High Impact Practice (TGEH) – 55 total
 - Capstone – 21, Internship, 18, Undergraduate Research, 7, Community Engaged Learning, 5, Education Abroad, 3, Interdisciplinary, 1, Internship, 18
 - Information & Data Literacy – 1z
- Dr. Kyna Betancourt provided expertise on General Education questions and coordinated with USF-St. Pete and USF-Sarasota Manatee on course reviews for consolidation.
- Undergraduate Studies provided meeting support, course tracking and approval, and reconciliation of approved courses with Banner, Course Inventory, and the SCNS.

Leadership Studies Minor

- A total of 41 minors were certified
- 395 students are pursuing the minor.

GLOBAL CITIZENS PROJECT

The primary focus of USF's Quality Enhancement Plan, the Global Citizens Project, in AY 2018-19 was the continued implementation of processes and procedures supporting the three QEP goals, including professional development and assessment.

Enhanced General Education: Introduce students to global competencies

- 31 general education courses have been certified by the General Education Council as part of USF's Enhanced General Education curriculum under Ethical Reasoning and Civic Engagement. Each course includes two GCP learning outcomes.
- Collaborated with the General Education Council to incorporate GCP learning outcomes into all levels of the Enhanced General Education curriculum.
- IDS 3315 was proposed certified for the High Impact Practices level under study abroad and community engaged learning. This course is also certified as a Global Citizens course.

Global Pathways (the majors): Infuse degree programs with global competencies

- 4 degree programs (for a total of 15) have been certified as a Global Pathway; 14 programs are in the process of developing Global Pathways
- 9 courses have been certified (for a total of 115) as Global Citizens courses by the Undergraduate Council; another 23 proposals are under review

Global Citizen Award: Provide students with opportunities to reinforce global competencies

- Offered 24 Starting Your Adventure workshops
- Recruited 599 new students to pursue the award
- Pre-approved and advertised 294 on-campus global events
- GCP's Student Association hosted 8 events throughout the year partnering with GloBull Ambassadors, PAMSA, INTO, and the CLCE with over 430 students in attendance
- Will recognize approximately 81 award recipients at the Celebration of Leadership Awards ceremony on April 16th, 2019
- Awarded approximately 108 students the Global Citizen Award for FY 2018-2019
- Offered \$112,500 in GCP Study Abroad scholarships to 45 award participants
- The Global Explorers Travel Award, in conjunction with the Education Abroad office, provided \$45,500 in study abroad scholarships to 32 award participants.
- Formalized a partnership with the University of Exeter including a study abroad program planned for June 2019



Professional Development

- Offered 24 Global Faculty Fellowships (previously Global Course Enhancement Cohorts), a Global Pathway Learning Community for 10 departments (4 faculty total), and 11 one-on-one consultations
- Continued to offer the Accelerated Global Pathways Learning Community
- Continued to offer an event series, the Global Scholars Circuit, to expose faculty, staff, and students to the wide array of certified global courses offered across campus; 4 Global Citizens courses participated; total attendance: 82
- Created Operation: Global Action, a new week-long interdisciplinary, immersive, and innovative experience for undergraduate students focused on global issues
- Designed and offered an Operation: Global Action faculty learning community



OFFICE OF UNDERGRADUATE RESEARCH

The Office of Undergraduate Research (OUR) engages students from admissions to graduation in the pursuit of undergraduate research: an inquiry or creative project that makes an original contribution to their discipline. We are committed to fostering an Undergraduate Research ecosystem at USF in support of our students, our community, and our future. We seek to empower the next generation of citizen scholars, equipped with 21st century workforce skills for a global environment, to fulfill USF's vision for students: lifelong success.

What we are doing/have done

- Admissions: Supported recruitment of National Merit Scholar finalist
 - These students significantly contribute to Preeminence Metric 1 (Average GPA and SAT Score for Incoming Freshmen in Fall Semester)
 - OUR hosted over 50 visits from finalist all over the U.S.
- Summer Programs: Partnership with Pre-College Programs
 - Hosted 66 students over 3 cohorts (Of 31 seniors, 20 likely eligible for admissions, 7 likely national merit finalists)
 - Diverse cohorts of prospective students which contributes to PBF Metric 7 (University Access Rate)
 - Generated \$89,000 revenue (\$10,000 to OUR)
 - For summer 2019, programs have over 200 applicants for 125 spots.
- Student Experience: Online Research Readiness Badging Course (modeled after Career Readiness Badging Course)
 - 566 enrollees, 92 completed 1st module "Why Research?", 47 completed 2nd module "Developing Your Research Story"
 - Retried workshop model in line with Dr. Genshaft's "What can we stop doing" extremely resource intensive, ~30-50% of signups attend, ~20% return with same questions
- Student Engagement: Supported Undergraduate Research Society (URS)
 - Organization grew from 22 members in January 2017 to over 1000 in January 2018.
 - Largest student organization at USF with 1500+ members
 - Peer mentors provide one-on-one consultations with students
 - Students hosted 2018 Undergraduate Research Expo with over 150 USF student visitors and over 100 high schoolers from Capstone courses in Hillsborough County School District.
- Data & Metrics: Support development and implementation of measures to track undergraduate research activity (2017-2018 research courses: 4730 students).
 - Transitioned to data analytics platform (R) for rapid insights into operating metrics
- Grant Proposals (forward-looking)
 - Convergence grant submitted in February, (\$4M total, \$250-500K to OUR): STEM Professional Identity through Research Interactions Together (SPIRIT)
- Foundation
 - Florida Education Fund committed to \$25K scholarship fund to increase URM pipeline in STEM at USF
- Conferences
 - Hosted USF's annual and 1st System Undergraduate Research Conference (545 student presenters)
 - Attended Florida Undergraduate Research Conference
 - Sent 4 undergraduate students to inaugural Florida Undergraduate Research Leadership Symposium (FLURLS)





ACADEMIC PROGRAMS

This academic year the Degree Programs unit was reorganized into Academic Programs with a Director (Dr. Kyna Betancourt) and an Assistant Director (Mrs. Beth Taylor). This new leadership structure will better support and grow the degree programs by providing a consistent vision and goals. This step was important as both degree programs had to complete their 7 year academic review. This was done successfully with positive, and useful, comments from the external reviewer. With new leadership structure in place, BGS plans to expand degree completion options to more industry partners in the Tampa Bay area

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 due to minor adjustments in admissions requirements. Currently, the BSAS student population totals 158 active Tampa students. The students continue to boast impressive grade points with averages resting at a consistent 3.17. The most popular concentration continues to be Criminal Justice.

Bachelor of General Studies

The Bachelor of General Studies (BGS) degree completion program continues to support post-traditional, returning adult and current USF students with a

degree completion option. The BGS program is 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. In spring 2019, BGS continued its industry partnership with Tampa Electric (TECO) to begin a 4th cohort of 20 students. This program helps TECO employees earn a bachelor's degree. There are currently 326 actively enrolled students in the BGS program, a 30 % increase from last year's annual report. BGS continues to support populations of current university students that require a degree completion option. Two professional Academic Advisors support this population which was recently split by alpha. BGS continues to graduate approximately 70% of its student population each semester, while enrolling approximately 100 students each semester. BGS continues to be a vital contributor to degree progression and meeting the graduation metric challenged by the Florida Board of Governors. The most popular concentrations are Educational Foundations, Business, and Public Administration.

Some points of pride this academic year include:

- Beth Taylor, Assistant Director of Academic Programs, presented at the National Institute for the Study of Transfer Students (NISTS) in Atlanta, GA and earned the Outstanding Staff Award for the previous year.
- BGS was named the #1 Online General Studies degree, beating out Harvard (Best Colleges)
- The Public Administration concentration received the title of Most Affordable Online Public Administration Degree (Onlineu.org).

Complete Florida + Osher Re-entry Scholarship

We continued working with Complete Florida and began conversations on how to increase the number of students served through this program. In Fall 2018 we graduated our first Complete Florida student. We also continued to administer the Osher Reentry Scholarship, a need-based scholarship supporting non-traditional reentry students with a gap of five or more years in education. In 2018-2019, we awarded \$52,000 to help students reach the goal of earning their first baccalaureate degree.

TEACHING AND LEARNING

ACADEMIC SUCCESS CENTER

The Academic Success Center (ASC) continued to develop initiatives within the ASC sub-centers (Tutoring Services, SMARTLab, and the Writing Studio), while maximizing services offered to USF Students. Major accomplishments of the 2018-19 AY include:

- Tutoring Services
- Fall 2018: Total unique visitors: 1355, total unique visits: 7502, subject areas: 28
- Spring 2019: Total unique visitors: 981, total unique visits: 3927, subject areas: 24
- Achieve-a-bull-In collaboration with Residential Education, Health and Wellness, and The Office of Academic Advocacy. Achieve-A-Bull is a targeted program working with first-year students on Academic Probation with GPA's below 2.0 in their first semester(s). 78% of January 2018 attendees returned for the Fall 2018 semester. The January 2019 event had 51 participants that the ASC will monitor through the Fall 2019 semester.
- CRLA Tutor Training Program - The ASC currently is certified through the College Reading and Learning Association (CRLA) for tutor training certification through Level III, Master Tutor. In March 2019, the ASC submitted a recertification packet for the third and final stage of certification, providing certification for the next 5 years.
- Study Skills Mentor Program - Since summer 2018 we have had 94 Study Skills Mentor appointments. The ASC also piloted a program in Fall 2018 in conjunction with the Office of Academic Advocacy. The program focuses on students on deferred probation and provides these students the opportunity to meet with a Study Skills
- College of Arts and Sciences Workshops-In Fall 2018, the ASC piloted a program in conjunction with the College of Arts and Sciences STEER PEER Program, in the College of Natural Sciences and Mathematics. The program targets transfer students coming into the sciences and provides workshops on academic strategies that will help students transition into USF successfully. Since Fall 2018, this program has had 36 transfer students attend a total of 6 workshops throughout the Fall and Spring semesters.
- Case Management- The Academic Success Center currently acts as one of the offices on the CARE team, the case management system at USF. As a part of this team, the ASC has currently responded or reassigned 67 tasks within the Archivum system since the summer 2018 semester.
- SMART Lab – Over 5,600 students enrolled in introductory mathematics courses were supported in the SMART Lab this academic year. Pass rates for these courses (84% or higher in Fall 2018) continue to exceed the national average. Students visited the lab on over 82,000 occasions to do homework and work with tutors (as of end of March 2019). Student feedback indicates high satisfaction with tutor support. Survey respondents (n=607) agreed that tutors: are interested in helping them learn mathematics (90%), are friendly and considerate (91%), move around the lab to assist them (91%), and use questioning techniques to help them solve problems (92%). An additional 2,734 students visited the SMART Lab to receive tutoring assistance in the drop-in tutoring centers for Calculus, Physics or Statistics courses.
- Math Success Initiative – Based on the improvements achieved at the Tampa campus, ASC administrators and Mathematics faculty partners participated in USF system-wide planning meetings that aim to increase mathematics course success across all campuses.
- The Writing Studio Total welcomed 4,451 visitors (3,594 undergrads, 890 grads, various others), and held 328 online appointments.





ACADEMY OF TEACHING AND LEARNING EXCELLENCE

ATLE serves the instructional audiences of the university (faculty, adjuncts, and graduate teaching assistants) on matters relating to teaching and learning, with special focus on in-class courses. ATLE's support includes on-demand consultations (in person, by phone, or by email), scheduled workshops, and several high-profile events throughout the year for faculty to gain new ideas, celebrate teaching successes, and learn from each other.

In 2018-2019, ATLE continued to expand its offering with a new Teaching Fair event, a new peer observation program for faculty, and collaboration with the Provost's office on a workshop around STEM teaching. ATLE hosted its third annual external conference, the Sunshine State Teaching & Learning Conference, this time in Daytona Beach.

ATLE has begun the process of working with partners across the USF System on other campuses, and held major events for faculty in Public Health and the Morsani College of Medicine. Additionally, ATLE began a pilot program to train Learning Assistants in pedagogy, so that undergraduates could assist with large courses they have already succeeded in.

Faculty and TA Involvement and Major Events

- 457 graduate students completed the TA Training
- 198 faculty and TAs attended First Friday workshops
- 91 faculty attended Summer Teaching Symposium
- 55 faculty attended New Faculty Orientation
- 53 faculty attended Teaching Fair
- 62 graduate students completed the Preparing for College Teaching Course (IDS5922)
- 172 faculty and TAs attended the STEM teaching workshop
- 17 faculty participated in peer observation program

Just-in-Time Assistance

- 69,914 Website views in year
- 26,063 Website unique visitors in year
- 1,184 ATLE listserv subscribers

Campus Integration, Partnership, and External Visibility

- 15 Councils and Committees on USF Campus
- 3 invited talks to external institutions of higher education
- Executive Chair, state faculty development organization (FFDC)
- Host of Third Annual 2018 Sunshine State T&L Conference (184 attendees)

OTHER SERVICES

OFFICE OF VETERAN SERVICES

The Office of Veteran Success (OVS) serves as a critical resource for student veterans, focused on helping our nation's veterans successfully transition from military life into a meaningful post-service life. We accomplish this by providing the services and support that will enable student veterans to achieve their academic and career goals.

OVS is positively impacting the lives of student veterans through the following:

- Admissions Pathway Program that provides individual admissions support for veterans
- Academic Enhancement Program that provides individualized support services to enhance student academic success
- Vet-to-Vet tutoring program that provides no-cost tutoring support to over 70 veterans per semester
- Vet Success on Campus - a partnership with the Department of Veterans Affairs (VA) that has placed a VA Vet Success counselor on campus to assist with VA benefits and services
- Personalized support for PTSD/TBI and other war-related injuries
- Career Development Program and employment preparation/placement support services
- Scholarship opportunities through our partnership with the Pat Tillman Foundation Military Scholarship Program and Community Partner Scholarship
- Events and programs that connect veterans and build relationships with campus and the community
- Two veteran-only three credit, upper-level elective courses that assist veterans transitioning from the military to the classroom

OVS Points of Pride

- USF OVS was ranked No. 1 or No. 2 out of 4,000 colleges and universities in the nation by Military Times Edge magazine as the top college for veterans over the past four years.
- USF is one of only 15 schools in the U.S. to be a University Partner with the Pat Tillman Foundation. Since 2011, USF has had 16 Tillman Scholars valued at over \$560,000.
- USF currently serves more than 2,750 military service members, veterans, spouses, and other family members each academic year.
- USF annually supplies an average of 560 veterans into the growing local workforce, while partnering with public and private organizations.
- USF can boast a 73-percent veteran graduation rate.
- USF student veterans graduate with an average G.P.A. of 3.42.
- OVS processed GI Bill benefits for over 2,256 students to a sum total of more than \$8 million.
- In the past 12 months, OVS awarded 22 endowed scholarships to student veterans to enable student success.
- OVS Academic Enhancement Coordinator, Shaina Gonzalez, and Admissions and Benefits Coordinator, Aimee Carpenter, presented a poster entitled "Now I'm Ready! Preparing Student Veterans for College Admissions, Coursework, and Graduation" at the 2019 NASPA Military-Connected Students conference in Las Vegas, NV.
- OVS opened the newly renovated Veterans Academic Commons in ALN 131 providing private study areas, group rooms, 11 computers with printer, and 200+ square feet of dry-erase.

#2



JOINT MILITARY LEADERSHIP CENTER

The Joint Military Leadership Center (JMLC) supports the university's Army, Naval and Air Force ROTC programs by providing and maintaining a unique, joint training facility dedicated to ROTC; sponsorship of joint activities; and promotion of joint planning and inter-service cooperation.

- The ROTC Living Learning Community (LLC) welcomed 27 new residents and 1 returner.
 - LLC professional programs which connect the residents with their ROTC instructors to discuss military careers, share advice and answer questions: a Joint Officer a Joint NCO Panel and its first Women in Service Panel.
 - Other LLC sponsored programs: a beginning of the year Welcome Barbeque with the ASL and Green LLCs, a kayaking trip and its first Dinner with the Dean of Undergraduate Studies.
 - The 2015-2016 LLC cohort of ROTC students has a 4 year ROTC retention rate of 55%.
- Conducted a visit to U.S. Special Operations Command (USSOCOM) headquarters at MacDill AFB for approximately 20 ROTC students. The visit provided the students an overview of a major Unified Combatant Command, its mission and responsibilities.
- Four ROTC students, recipients of the CPT James Holbrook Memorial Scholarship, attended leadership conferences at the U.S Air Force Academy and for the first time Yale University.
- The JMLC sponsored one Army ROTC cadet to represent USF as a delegate to the annual Naval Academy Foreign Affairs Conference (NAFAC) at the U.S. Naval Academy in Annapolis, MD.
- Conducted a number of joint activities with the Army, Naval and Air Force ROTC units including the annual Patriot Day Joint Run, the year round Commanders' Cup Athletic competition, the ROTC Senior Celebration, a Joint Picnic, and ROTC participation in the Homecoming Parade and USF Athletics' "Salute to Service" Football Game.
- A Joint Commissioning Ceremony was held during the Fall 2018 Commencement Weekend. A total of 9 ROTC students were commissioned as 2nd Lieutenants or Ensigns into the Army, Marine Corps, Navy and Air Force.
- In cooperation with the University Police (UP), an Active Shooter Training Exercise was conducted within the CWY building. Building on previous exercises, this exercise was more focused on training multiple UP response teams in tactics and lifesaving skills as well as ROTC student response to an active shooter scenario.
- The JMLC Director and the ROTC unit Commanders visited the Coalition of over 50 nations based at U.S. Central Command headquarters, MacDill AFB. They briefed the national representatives about ROTC. Training full time college students to become commissioned officers in the military at graduation is unique in comparison to most other nations.



ARMY ROTC

The University of South Florida's Army ROTC (AROTC) Suncoast Battalion continues to meet and exceed its assigned commission mission to produce top-tiered Second Lieutenants for the U.S. Army. This program remains one of the top three programs within the 6th Brigade of the US Army's Cadet Command, which consists of 39 Colleges and Universities in Florida, Georgia, Alabama, Mississippi, Louisiana, and Puerto Rico.

The USF Army ROTC program has a strong Cadre of faculty and staff charged to instruct and develop the future generations of officer leadership. Comprised of seven officers, six non-commissioned officers, four government civilians, and three government contractors, the Cadre are no-cost to USF or any of the program's partnership or affiliated schools.

The USF Army ROTC Cadet population increased by 11% this past year to 214. Our contract mission for the Class of 2019 and beyond has increased to 45 per year, which positions USF to be the #1 producer of Army Second Lieutenants within the State of Florida. 129 Cadets are "contracted" and receive either a Room/Board or Tuition/Fees scholarship while also collecting \$600 per semester for books and a monthly stipend of \$420; totaling more than \$750,000 in funds dispersed to Cadets each semester.

The program will commission 42 Second Lieutenants into the U.S. Army during the 2018-2019 academic year; eight more than the 2017-2018 academic year. Seven of these future officers will graduate with honors as Distinguished Military Graduates, placing them in the top 20% of Cadets in the nation. One Cadet was ranked in the 10% of all graduates in the nation while another was selected for the Army's Educational Delay Program under General Medicine, which will fully fund his medical school.

USF Army ROTC Cadets participated in numerous extracurricular training and social events throughout the year: the Fall 2018 Ranger Challenge Competition, two field training exercises, and sent teams to the Army 10-Miler in Washington, DC and the Bataan Memorial Death March in White Sands, NM.

The USF Army ROTC program is highly involved in foreign affairs. The Suncoast Battalion will send eight Cadets to work with foreign civilian and military personnel this summer on tasks ranging from military training to humanitarian work in Latvia, Nepal, Panama, Thailand, and Uzbekistan – all through Cadet Command's Culture Understanding and Leadership Program (CULP).

Also during the summer months, selected USF Army ROTC Cadets will attend and graduate from highly coveted US Army schools. Five Cadets will attend Air Assault School, one Cadet will attend Airborne School and, one Cadet will attend Mountain Warfare School. Eight Cadets were selected for Cadet Troop Leader Training (CTLT), which provides Cadets the opportunity to experience leadership in Army Active Duty units over a three to four week period. CTLT learning opportunities this summer include Fort Bliss (TX), Fort Bragg (NC), Fort Campbell (KY), Fort Jackson (SC), Fort Lewis (WA), and Hawaii. Additionally, four Cadets were selected for medical or forensic internships in Florida, Germany, Missouri, and Washington.

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 three-year campus based scholarship to encourage them to join Army ROTC at the University of South Florida.

NAVY ROTC

The 2018-2019 academic year has been one to remember for students of the University of South Florida's (USF) Naval Reserve Officers Training Corps (NROTC) and has presented many opportunities for both personal and professional growth of battalion members as they work towards their commission in the United States Navy or Marine Corps.

During New Student Orientation, held during the week prior to the start of the fall semester, the battalion welcomed 21 new midshipmen into the program. As a whole, the unit averaged 64 students this year, most of whom are on scholarships, which total nearly \$385,000 in tuition, fees and books paid for by the Department of the Navy. Following December's graduation, USF NROTC had the honor of commissioning two new Navy Ensigns and five new Marine Corps Second Lieutenants.

USF NROTC and its color guard and drill team have continued to extend their involvement in the community. Our color guard has proudly presented the colors at many USF Athletics events and a wide variety of community and veterans' events. Our drill team traveled to Tulane University in New Orleans, Louisiana and competed in the Mardi Gras drill meet for the first time in ten years, earning a second place finish in color guard and a third place finish in platoon inspection in a field of over twenty schools. Other NROTC activities which have left a positive impact on the community are our volunteer efforts at Feeding Tampa Bay, Big Cat Rescue, Iron Girl Clearwater, and assistance in maintaining the American Victory Museum and Ship.

The Buccaneer Battalion is proud to work closely with local Naval Junior ROTC (NJROTC) units to recruit and inspire interest in attending college and earning a commission into the United States Navy or Marine Corps. In addition to traveling to local NJROTC units, we host an annual competition known as Battle of the Bulls. This year's event was a great success and allowed our unit to connect with nearly 800 student competitors.

The Buccaneer Battalion also made a "field trip" to the St. Petersburg Coast Guard Station and completed hands-on training in shipboard damage control and firefighting with the crew of the Coast Guard Cutter Resolute. During another "field trip" to Naval Station Mayport, in Jacksonville, Florida, students spent a day working practicing their ship handling skills in a cutting edge simulator and also received tours of USS New York (an amphibious assault ship) and USS Lassen (a guided missile destroyer) and spent the night onboard New York.

2018-2019 academic year activities supported our mission of developing future officers who are mentally, morally, and physically able to accomplish challenging tasks while instilling in them the highest ideals of duty, loyalty, and the core values of honor, courage, and commitment. We look forward to continuing to develop and improve our unit with the coming academic year.



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 2018-2019 Academic Year reached as high as 212 cadets in the Fall 2018 semester, and is currently at 130 cadets from the University of South Florida and 14 other cross-town colleges and universities. Financial impact to the university totaled \$737,451.21: \$310,532.88 for 40 cadets on scholarship and \$426,918.33 in stipend payments to the scholarship cadets and 39 non-scholarship cadets on contract.

The 2018-2019 graduating and commissioning class consisted of 27 outstanding Second Lieutenants assigned throughout the Air Force in prestigious positions of training and military leadership. Two of these officers graduated with honors as Distinguished Graduate placing them in the top 10 percent of Air Force cadets in the nation. Detachment 158 has a 100% 5-year graduation rate for full-time, first-time-in-college students, and all except some engineering students graduate in 4 years.



USF Detachment 158 supported 15 active duty Air Force officers and enlisted members attending University of South Florida for Nursing and advanced degrees via the Air Force Institute of Technology. The detachment also continued as 1 of 10 universities nationwide to participate in the Air Force Academy's Exchange Program for the third year running; it hosted an Academy cadet in the Fall 2018 term and is scheduled to host another in Fall 2019. Detachment 158 also sent an ROTC cadet to the Academy for the Fall 2018 term for a reciprocal exchange. The Flying Bulls participated in a highly realistic active shooter exercise involving all USF ROTC programs, University Police, and local law enforcement; and, 60 cadets visiting MacDill AFB in Tampa and Patrick AFB in Melbourne FL, where they learned about various Air Force organizations and activities.

Detachment 158 cadets continue to play an active role in extracurricular training and social events, as well as in the local community. Cadets volunteered to judge Drill competitions at local High Schools, assist at Habitat for Humanity events, and local VA hospitals assisting Veterans. The detachment hosted more than 30 officers from Air Forces bases throughout Florida for two Career Day events, providing insight into the career options and service expectations in their future. The Cadets sponsored several groups of enlisted Airmen from MacDill AFB who wanted to see how ROTC operates. It expanded its Battlefield Airman Challenge to a Joint Special Operations Prep course, bringing Navy ROTC cadets into its program of intense physical and mental challenge in preparation for special duty assignments after graduation.

The Flying Bulls also joined with their Army and Navy counterparts to march-on the field for the annual Salute to Service football game at Raymond James Stadium. Detachment 158 hosted, and decisively took first place at the annual "Lime Cup" tournament; a day long multi-sport competition for six Air Force ROTC detachments in Florida, and is already working plans to repeated the victory when the competition travels to FSU next year. Detachment 158 keeps friends and family up to date via their Facebook page and current information for applicants on their USF website.

ACADEMIC SERVICES IN ATHLETICS

Academic Services in Athletics, continued to build on its comprehensive academic support services offered in 2018-2019. Academic Services, with support from the rest of the Fishman Family Student-Athlete Enrichment Center (FFSAEC), hosted the third year of IGNITE, the Athletics Summer Bridge program. IGNITE is a comprehensive six-week program serving as the catalyst for the transition of freshmen student-athletes into USF. In 2018 the program implemented a 6-week professional speaker series into its existing programming that was designed to educate and inspire FTICs upon entrance into USF.

The unit continued to expand and enhance the Athletics Tutorial Program, introducing a 'Lead Tutor' program rewarding the development and promotion of experienced tutorial staff to take on additional training and leadership responsibilities as key members of the staff. Academic Services' Student Learning Services Program (SLS) also continued to enhance its existing services, collaborating with the Writing Studio in the development of a pilot support offering termed the 'Bull Pen,' a supplemental resource designed to educate and support students in all aspects of the writing process.

Following fall 2018, USF Athletics and its student-athletes have now collectively achieved eight consecutive semesters of above a 3.00 department term GPA. USF student-athletes also maintained a cumulative Athletic Department GPA of 3.12 following fall 2018, its first time earning a cumulative GPA above 3.1. Additionally, over 60% of USF student-athletes earned above a 3.0 fall 2018 term GPA and a record 253 student-athletes were named to the USF Athletics Honor Roll.

USF student-athletes have also continued to improve on their already strong NCAA metrics measuring student success. USF student-athletes earned an 84% NCAA Graduation Success Rate (GSR) for the 2011-2012 cohort, a fifth consecutive year with a GSR of 80% or greater. During the same reporting period, 9 USF sports earned a perfect 1000 single-year NCAA Academic Progress Rate (APR), with one program slated to earn national recognition from the NCAA (Women's Golf) with a perfect multi-year score of 1000. In its third year, a report on the 'Academic Profile, Performance and Success of USF Student-Athletes,' commissioned by the Provost, showed that USF student-athletes continue to perform at a high-level academically and are positively impacting the university's retention and graduation rates despite its small proportion of the student population.



UNDERGRADUATE STUDIES RECEIVES 10% OF ALL USF OUTSTANDING STAFF



USF 2018 Outstanding Staff Awards

Employee of the Year

Ryan Newton, Orientation

Student Success Outstanding Staff

Keri Riegler, New Student Connections/Parent & Family Programs

Student Success Outstanding Staff Team

Eirleene Bristow, Roshanda Pinson, LaTosha Thomas, and Brian Williams, Student Support Services

Lorene Hall-Jennings and Sandra Ruzycki, Undergraduate Studies – Catalog and Curriculum



Other Awards

2019 Jhumki Basu Scholar Award from the National Association of Research in Science Teaching

Ora Tanner, Office of Undergraduate Research

Norman K. Russell Scholarship

Michelle McNulty, New Student Connections

USF Ambassadors Apple Polisher Award

Michelle McNulty, New Student Connections

Army ROTC

The George C. Marshall Award

Cadet Stormy Klocksieben

The General John P. Abizaid Leadership Award

Cades Stormy Klocksieben and Alexander Clark

Naval ROTC

Navy Honor Graduate

MIDN. Alexander Walker

USMC Honor Graduate

SSgt Johanthan Degante

Air Force ROTC

Military Order of the Purple Heart National Leadership Award

Cadet Raymond Cordova

Air Force Association Marty H. Harris Outstanding ROTC Cadet of the Year Award

Cadet Alexander Ayala

Air Force Association Cadet Leadership Award

Cadet Michael Brown

Florida TRIO Presidents Award

Ray Cabrera, Upward Bound

Florida TRIO Webmaster/Social Media Award

Carrie Blaustein, Upward Bound

Florida TRIO 2018 Olympics Host Award

USF Upward Bound Team



Rankings and Acknowledgements

#1 Online Bachelor's in General Studies Programs, BestColleges.com

#2 Best for Vets: Colleges 2019

National Best Practice, New Student Connections Peer Coaching Program from NODA: Association for Orientation, Transition, and Retention in Higher Education

PRESENTATIONS:

Aldoori, S. (2018, October). *A Global Beginning: Designing Seamless International Student Orientation and Arrival Programs*. Poster presentation at NAFSA: The Association of International Educators in Memphis, TN.

Aldoori, S. (2019, March). *Pre-Arrival Options for International Students*. Webinar, NODA: The Association for Orientation, Transition, Retention In Higher Education. Presented with Purdue University and the University of Minnesota.

Atchley, Paul & Aronson, L., (2019, February). *Transforming Student Success One Student at a Time Through Bottom to Top Activation*. National Student Success Conference, Tampa, FL.

Atchley, P. (2019, April). *The role of metrics in student success*. Association for Deans and Directors of University Colleges and Undergraduate Studies annual conference, Wesley Chapel, FL.

Atchley, P. (2018, July). *How USF closed the race-based achievement gap*. Ruffalo Noel Levitz Conference, July, Orlando, FL

Benitez, C., Combs, S., Dees, A., Kosmoski, K., & Ramirez, Z. (2019, February). *Joining Forces: How Case Management Improves the First Year Experience*. Panel presentation presented at the First Year Experience Conference, Las Vegas NV.

Betancourt, K.S. & Combie, C. (2019, April). *Integrating general education and academic program assessment: A world café discussion*. 2019 UF Assessment Conference, Gainesville, FL.

Bombaugh, M., Dees, A., & Williams, K. (2019, February). *Joining Forces: Giving First-Year Students a Second Chance: Deferred Probation*. 38th Annual Conference on the First-Year Experience, Las Vegas, NV.

Bombaugh, M., & Cole, J. (2019, February). *Leveraging Survey Data and Predictive Analytics to Support First-Year Students*. 38th Annual Conference on the First-Year Experience, Las Vegas, NV.

Brown, T., (2019, March). *Bye Sis!: Strategies for Inclusive Communication on Diverse Teams*. Association for Orientation, Transition, and Retention in Higher Education (NODA)'s Region VI Southern Orientation Workshop (SROW), Myrtle Beach, SC.

Cimpean, O. (2019, January). *Predictions: Priming the brain for learning*. Paper presented at the Sunshine State Teaching and Learning Conference, Daytona Beach, FL.

Cimpean, O. (2018, August). *Cognitive science, course design, active learning, and student motivation*. Presented at King Saud University, Riyadh, Saudi Arabia.

Cimpean, O., Helip-Wooley, A. (2018, June). *Developing a teaching philosophy*. Presented at the United States Special Operations Command SOF Education Conference, Tampa, FL.

Cruz, I., and Guiliano, M., (2019, March). *Walk A Mile in Someone Else's Shoes: How to "Travel" Through Diversity.* Association for Orientation, Transition, and Retention in Higher Education (NODA)'s Region VI Southern Orientation Workshop (SROW), Myrtle Beach, SC.

Davis, C., & Taylor, B. (2019, February). *Graduating the Ungraduate-a-Bull' Student. A Comprehensive look at Degree Completion Programs at the University of South Florida*. National Institute for the Study of Transfer Students, Atlanta, GA.

Friedman, S. (2019, January). *The Social Network: Connection and Motivation*. Sunshine State Teaching and Learning conference, Daytona Beach, FL.

Friedman, S., Cimpean, O. (2018, November). *Promoting international students' college success through a first-year experience course*. Poster presented at the Professional and Organizational Development Network in Higher Education (POD Network) Conference, Portland, OR.

Fulton, K. and Mitchell, S. (2018, October). *Global Learning Across the Disciplines*. Workshop led at the Global Learning in College Conference of the Association of American Colleges and Universities, Seattle, WA.

- Garth, R. (2019, January). *College and Career Conversations*. Tampa Bay Black Heritage Festival, Tampa, FL.
- Harris, S., & Nandkishorelal, J. (2019, February). *Embedded Academic Advising: Bridging the Gap between the Community College and University*. National Institute for the Study of Transfer Students, Atlanta, GA.
- Hauser, M. (2018, October). *The Keys to Student Success- Self-Management: Commitment, Initiative, Effort and Responsibility*. The Storm King School, Cornwall on Hudson, NY.
- Helip-Wooley, A., Yee, K., & Mansour, E. (2018, November). *Leading from the side: Improving teaching through collaborative peer observation*. Poster presented at the Professional and Organizational Development Network in Higher Education (POD Network) Conference, Portland, OR.
- Helip-Wooley, A. (2019, January). *Self-Efficacy Building Strategies for the Classroom*. Sunshine State Teaching and Learning Conference, Daytona Beach, FL.
- Helip-Wooley, A., Mansour, E., & Yee, K. (2018, November). *Leading from the side: Improving teaching through collaborative peer observation*. Professional and Organizational Development Network in Higher Education (POD Network) Conference, Portland, OR.
- Helip-Wooley, A and Cimpean, O. (2018, June). *Developing a Teaching Philosophy*. United States Special Operations Command SOF Education Conference, Tampa, FL.
- Henderson, A., Mason, A., & Walters, C. (2019, February). *Simple Steps for Maximum Impact: A Case Management Approach to Connecting with Transfer Students*. National Institute for the Study of Transfer Students, Atlanta, GA.
- Holland, A. (2019, February). *Transfer Services Network: Empowering Statewide Advocacy for Transfer Success*. National Student Success Conference, Tampa, FL.
- Holliman, A., Pic, J., Ruela, M., & Shah, N. (2018, October). *Creating Access to Education*. Student Case Study Competition poster session presented at the International Leadership Association Annual Conference, West Palm Beach, FL
- Howard, F., owarHoDavis, C., & Holland, A., & Howard, F. (2018, November). *Transfer Matters: The Fuse Program at the University of South Florida*. National Symposium on Student Retention, Salt Lake City, UT.
- Howard, F. (2019, June). *Anticipatory Socialization: Leveraging Institutional Partnerships in Support of First Generation Transfer Students*. National Association for Student Affairs Professionals Conferences on Student Success in Higher Education, Orlando, FL.
- Howard, F. (2019, July). *Discretion and Divergence: Public Policy Theory in Academic Advising*. Global Community for Academic Advising International Conference, Belgium.
- Howard, F. (2018, October). *Painting the Picture: Undocumented Student Stories, Challenges, and Research*. Global Community for Academic Advising Annual Conference, Phoenix, AZ.
- Irvin, M. (2018, May). *From adoption to utilization to engagement*. Civitas Florida Regional Workshop, Tampa, FL.
- Irvin, M. (2018, November). *Technology-mediated advising reform at the University of South Florida*. 2018 National Symposium on Student Retention, Salt Lake City, UT.
- Irvin, M., & Tod, L., (2018, November). *Application of case management in higher education: A Student success strategy for improving retention and graduation metrics*. 2018 ReinventionCollaborative National Conference, Arlington, VA.
- Lister, J.J., Yee, K. Fulton, K., McCollum, B., and Mitchell, S. (May, 2018). *Defining & Measuring Global Competence: Lessons Learned Midway Through USF's Global Citizens Project*. Auburn University's International Perspectives on University Teaching & Learning, Orlando, FL.
- Magley, T. & Waldron, J., (2018, October). *Connection & Community: Transition Support in Affinity- Groups. Connection & Community: Transition Support in Affinity-Groups*. National Orientation Directors Association Annual Conference, San Diego, CA.
- Mansour, E. (2018, April). *Small Group Instructional Feedback Process*: Presented to Florida SouthWestern State College, Fort Myers, FL.
- Mansour, E. (2018, August). *Flipped Learning*. Presented at King Faisal University, Al Ahsa, Saudi Arabia.

- McNulty, M. & Waldron, J. (2019, March). *Peer Coaching: Using Institutional Data to Drive Retention*. NASPA Annual Conference, Los Angeles, CA.
- McNulty, M., Riegler, K., & Waldron, J. (2019, October). *Together: Supporting Students & Families through Transition*. Association for Orientation, Transition, and Retention in Higher Education Conference, San Diego, CA.
- McNulty, M., & Riegler, K. (2019, October). *Peer Coaching: Using Institutional Data to Drive Retention*. Association for Orientation, Transition, and Retention in Higher Education Conference, San Diego, CA.
- McNulty, M., & Riegler, K. (2019, April 26). *Data-Driven Interventions: Implementing A Peer Coaching Model To Improve Retention*. Video Webinar.
- Quintero, M. (2018, October). *The Power of Student Employment: Strategies for Developing Career Readiness*. 33rd Annual National College Learning Center Association Conference. Niagara Falls, NY.
- Preston, M., Yee, K., Bowdon, M., Arzte-Vega, I., Dagley, M. (2018, November). *Transforming STEM education across the Florida consortium*. Paper presented at the AAC&U Transforming STEM Higher Education Conference, Atlanta, GA.
- Shah, N., (2019, March). *Unpacking the 'Leadership Challenge*. Association for Orientation, Transition, and Retention in Higher Education (NODA)'s Region VI Southern Orientation Workshop (SROW) Myrtle Beach, SC.
- Shah, N. & Guiliano, M. (2019, March). *Student Case Study Competition*. Association for Orientation, Transition, and Retention in Higher Education (NODA) Region VI Southern Orientation Workshop (SROW) Myrtle Beach, South Carolina.
- Thompson, L. (2019, March). *When You Start A New Journey, Don't Forget to Pack Your C.O.L.O.R.S.!: A Guide to Self-Improvement and Mental Awareness*. Association for Orientation, Transition, and Retention in Higher Education (NODA)'s Region VI Southern Orientation Workshop (SROW), Myrtle Beach, SC.
- Torres-Ayala, A.T. (2018, October). *Unleashing the Power of the Scholarship of Learning Centers*. 33rd Annual National College Learning Center Association Conference. Niagara Falls, NY.
- Torres-Ayala, A.T. (2018, October). *Charting the Production of Learning Center Knowledge*. 33rd Annual National College Learning Center Association Conference. Niagara Falls, NY.
- Vest, A., & Shephard, G. (2019, March). *Supporting Students reselected out of their majors later in the Student Life Cycle*. NACADA Region 1 Conference, Burling, VA.
- Yee, K. and Boyd, D. (2018). *How can we amplify student learning? The ANSWER from cognitive psychology*. Faculty Focus blog. June 18, 2018. <https://www.facultyfocus.com/articles/teaching-and-learning/how-can-we-amplify-student-learning-the-answer-from-cognitive-psychology/>
- Yee, K. (2018, August). *Cognitive science, course design, active learning, and student motivation*. Presented at King Saud University, Riyadh, Saudi Arabia.
- Yee, K. & Atchley, P. (2019, March). *Math success by changing culture: Toward a taxonomy of campus culture*. Paper presented at the Gardner Institute Gateway Course Experience Conference, Atlanta, GA.
- Yee, K. (2018, September). *World Café Activity: Benchmarking Observed Best Practices*. Paper presented at the 3rd Innovative Learning Spaces Summit, Barcelona, Spain.

PUBLICATIONS:

- Bombaugh, M., & Miller, T. E. (2019). *Improving student success rates: Eliminating performance gaps*. Strategic Enrollment Management Quarterly, 7(1), 49-59.
- Bombaugh, M.; Tod, L.; & Williams, K. (2018). *Giving first-year students a second chance*. In S. Whalen (Ed.), Proceedings of the 14th Annual National Symposium on Student Retention, Salt Lake City, Utah. (pp. 169-177). Norman, OK: The University of Oklahoma.
- Groccia, J.E., Ismail (Mansour), E.A., McConner, M. Ford, C.R. & Noll, K. (2018). *Perceptions of excellent teachers: international, HBCU, and health professions perspectives*. In, Buskist, W. & Keeley, J. (Eds.). Master teaching, New Directions for Teaching and Learning, Jossey-Bass, 156, 75-83. <https://doi.org/10.1002/tl.20320>
- Hassan, M. & Ismail (Mansour) (2018). *Faculty perspectives on master teaching in Saudi Arabia: A preliminary study*. In, Buskist, W. & Keeley, J. (Eds.). Master teaching, New Directions in Teaching and Learning, Jossey-Bass. 156, 85-94. doi: <https://doi.org/10.1002/tl.20319>
- Irvin, M., & Tod, L. (2018). *Application of case management in higher education: A student success strategy for improving retention and graduation metrics*. The RC20/20 Project: A digital publication of the Reinvention Collaborative. Retrieved from <http://rc-2020.org/irvintod>.
- Ismail (Mansour), E.A. & Groccia, J. (Summer 2018). *Students Engaged in Learning*. Groccia, J. & Buskist, W. (Eds.). Student engagement: A multidimensional perspective, New Directions for Teaching and Learning, Jossey-Bass, Wiley Online Library, V. 154. P 45-54. doi:10.1002/tl.20290
- Tod, L.; Bombaugh, M.; Williams, K.; Wray, S.; Vest, A.; & Shepherd, G. (in press). *University of South Florida: Using case management to support sophomore persistence. Aligning institutional support for student success: Case studies of sophomore-year initiatives*. Columbia, SC: University of South Carolina, National Resource Center for The First-Year Experience & Students in Transition.
- Sears, R., Hopf, F., Torres-Ayala, A., Williams, C., & Skrzypek, L. (2018). *Using Plan-Do-Study-Act (PDSA) Cycles and Interdisciplinary Conversations to Transform College Algebra*. PRIMUS, (just-accepted), 1-19.
- Soomere, T., Lepp, L., Groccia, J.E., & Ismail (Mansour), E.A. (2018). *Characteristics and behaviours of excellent teaching: Perceptions of military educators*. Proceedings of INTED2018 (12th International Technology, Education and Development Conference), P 6736- 6744, Valencia, Spain (Mar. 5-7). doi: 10.21125/inted.2018.1588
- Soomere, T., Ismail (Mansour), E., & Groccia, J. (2018). *Characteristics and behaviours of excellent teaching: perceptions of military educators*. (Abstract). Abstract Book, p. 83, Teaching for Learning- The University Perspective Conference, in Tartu, Estonia (January 23-25, 2018).





