

University of South Florida™

Undergraduate Studies

2019 /20 Annual Report





OVAL THEATER BALCONY

FALL 2019

OVAL THEATER

happy new year!
WELCOME NEW STUDENTS

More Dining → Information → Elevators →

SHOPPER

CALL

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The summer and fall of 2019 the University of South Florida welcomed more FTIC students than ever before. Orientation successfully accommodated this record number of Freshman and New Student Connections greeted the new students to the university with the traditional Week of Welcome. Through these pages you will see the results of the outstanding work of Undergraduate Studies' 19 departments which guide students as pre-college candidates considering their postsecondary plans, through the onboarding process as newly admitted first-time or transfer students; this unit later provides ongoing guidance, advocacy and enrichment for undergraduates until they leave the university as successful graduates.

Even as the university rapidly transitioned to remote services in March due to the Coronavirus, all departments maintained a high level of support to university students. They continued to assist students as they navigated this new territory while finishing the Spring semester with all classes delivered remotely.

Many departments created virtual programs to prevent the loss of resources and became involved in student outreach in order to offer support, reassurance, and retain students during this period of transition.

- The Office of Academic Advocacy partnered with the library to identify students who did not have a computer and needed a laptop to complete classes at home. They also coordinated with Financial Aid to identify students experiencing financial barriers in need of emergency funds.
- New Student Connections (NSC) teamed up with the Provost's Office and Education Abroad to reach out to disconnected students. NSC's Peer Advisor Leaders (PALs) contacted first-year students offering support, identifying any challenges, and strategizing solutions.
- Parent and Family Engagement constantly tended to parents' ongoing concerns before they escalated, as well as becoming an essential resource for the university's communication addressing parent concerns regarding COVID19 disruptions.
- Orientation quickly converted all program content to 100 percent online format for first-year and transfer students.
- The Upward Bound program changed their spring and summer programming for high schoolers from in person classes and stays in the residence halls to comprehensive virtual activities.
- The Council of Academic Advising, in partnership with USF Information Technology, developed a virtual walk in queue to effectively manage online advising appointments.

The offices within Undergraduate Studies continued to drive the support for students to academically succeed by effectively collaborating with partners both within and external to USF and moving swiftly to adapt to our changing circumstances. This annual report serves as only a snapshot of the many contributions of this unit. Most importantly, it highlights the invaluable faculty, administrators, directors, assistant directors, coordinators, advisors, advocates, program specialists, graduate assistants, student assistants, and others that create the work found in this report.

Orientation

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.

Orientation by the Numbers:

Total Summer 2019: FY= 1648 , Transfer=3087
Total Fall 2019: FY= 3544, Transfer= 3087
Total Spring 2020 (includes domestic and international): FY=387, Transfer= 1644
Guests: FY summer/fall/spring= 2454 , Transfer summer/fall/spring=775
Special Populations (All numbers to follow are included in above totals): Total GBW (August 2019) = 280 , Total ACE = 155, Total SSS=95 ,Total BBP= 22,Total FY athletes only (summer/fall/spring)= 83, Total Transfer athletes included in Transfer numbers Total INTO (included in Transfer totals above- summer/fall/spring)= 213

Special population codes: ACE: Academic and Cultural Enrichment Program, SSS: Student Support Services, BBP: Bulls Business Program

Orientation Leader (OL) Leadership Engagement:

- The Office of Orientation hired 67 new or returning Orientation Leaders (OLs) to serve for the 2020 school year! This new team has the highest average GPA of any prior team at a 3.66, 82% of them have previous work or leadership experience, and 52% of them have an underrepresented ethnic identity. The OLs are student leaders guide incoming cohorts of first year students, transfer students, and their families and guests throughout the Orientation and onboarding experiences.
- Recruitment numbers: See separate report for data
- External Experiences:
 - a. The Office of Orientation- OLs were scheduled for a service trip to Give Kids the World in Orlando for the 4th year in a row. Unfortunately, the trip was cancelled due to COVID-19.
 - b. The Office of Orientation in partnerships with campus partners had planned to facilitate a leadership conference over Spring Break. Unfortunately, the conference was cancelled due to COVID-19.
- Due to COVID-19 the Office of Orientation shifted its leadership course to a virtual/remote platform immediately following Spring Break.

Orientation Programming and Student Success:

- The Orientation Team experienced great success in the implementation of common programming outcomes and objectives for the Summer 2019 Orientation season. As previously shown in the numbers, the department facilitated Orientation for a record number of FY students.
- Immediately following the Summer 2019 Orientation season, the Orientation Team could be found tackling several new challenges:
 - a. Spring 2020: Green vs Gold format- required by the FL BOG to provide a \$35 only option for Orientation student attendees. The Office of Orientation, as well as the USFSP and USFSM offered two options for Orientation. Green was \$35 and included a virtual Orientation through Canvas, as well as advising. Gold was the full face to face experience at full cost to the student (FY= 2 day, Transfer Traditional= full day, Transfer Express= ½ day, Glo-Bull Beginnings= 3 days). Rates vary by program.
 - b. Following the Spring 2020 Orientation season, it was determined the University of South Florida System would not charge any more than the \$35 rate and would require face to face participation for all Orientation participants across all 3 campuses. In an effort to do so, additional funding from the University was secured (Tampa campus only).
 - c. With COVID-19, The Office of Orientation and partners at USFSP and USFSM were met with the challenge of reconfiguring Orientation for the third time in less than a year to meet the onboarding needs of new

students and families in a remote environment, while providing a robust and dynamic experience for all attendees.

- Staffing:
 - a. Rachel Umstead joined the Office of Orientation as Conference and Event Planner-VZ Orientation Reservations in January 2020.
 - b. The Office of Orientation hosted two graduate interns in the Summer 2019 through the National Orientation Directors Association- Orientation, Transition and Retention

Consolidation work:

- While Orientation departments across the USF System have not consolidated, the last year has been spent working towards collaboration and focusing on creating commonalities in support of onboarding new students and families regardless of a student's home campus.
- The following is a brief list of accomplishments:
 - Creation and implementation of common policies, Orientation programs for spring 2020 and summer/fall 2020, consolidated three VZ Orientation reservation systems into one shared system, shared email and communication campaigns, and common fees for student participants

Cross-campus Collaboration for New Student On-boarding:

- Go Bulls Guide App: Expanded app to include Admissions, Orientation, New Student Connections/Parent and Family Engagement, Student Government, Center for Student Involvement
- myBullsPath: Launch of myBullsPath (new student onboarding portal) for all new undergraduate students, aids in the business operations related to the new student onboarding process (Marnie Hauser- Process Owner for USF), incorporates all 3 campuses
- Expanded collaboration with Parent and Family Engagement to support family onboarding experience
- Expanded partnership with Innovative Education: Orientation email campaigns, myBulls Path, New Student/Family Toolkit, virtual/remote Orientation creation

Points of Pride:

- Marnie Hauser was the recipient of a 2019 USF Outstanding Staff Award.
- Marnie Hauser was invited by the BOG-Council for Student Affairs to lead a task force for the SUS regarding the Orientation Fee.
- The Office of Orientation was recognized with the "Campus Partner Award" at the 4th Annual Honor-A-Bull Awards Ceremony by the Office of Veteran Success.
- Rachel Griffin is currently on the SROW (Southern Regional Orientation Workshop) Innovation Working Group (started in February 2020 and is ongoing). She was also on the SROW 2019 planning committee (Education Sessions), and volunteered at NODAC 2019 in Houston, TX.
- Marnie Hauser and Rachel Griffin served as Educational Session Reviewers for NODAC 2019.



Office of Academic Advocacy

The [Office of Academic Advocacy](#) (OAA) supports USF's strategic focus on improving first-year retention and Academic Progress Rates (APR), improving 4-year and 6-year graduation rates, and reducing the number of graduates with excess credits.

Services

First Year Persistence Advocates took on the challenge to improve our first year APR by engaging in a pilot nudge campaign and support efforts for 944 fall 2019 FTIC students.

- We saw a percentage point growth in spring retention to 97.2%, which had been holding steady for the past 3 years around 96.2%.
- The pilot group saw 98.09% retention to spring and 99.11% for students with a 2.0 or better, which positively impacts APR.
- Academic Progression Advocates supported the 2nd year to graduation efforts by attending the Sophomore Success Institute. They created and adopted two main initiatives:
 - Expansion of the Not Progressing (NP) hold and integration into OAA SMART for tracking.
 - Creation of a Degree Progression indicator into OAA SMART to better target progression concerns.
 - This year also saw gains in the 4-year (61.57%) and 6-year (75%) graduation rates.
- Transfer Advocates worked to improve the transfer student experience and gained recognition.
 - Coordinated another successful *Transfer Student Week* (2nd annual).
 - Invited to present with Dr. Tom Grites at the *National Institute for the Study of Transfer Students* (NISTS) annual conference. Highlighting their impact on transfer student success.
 - Received the *Above and Beyond* award at Orientation's Annual banquet.
- The rebranded OAA SMART tool went into production this year and has been adopted by all Academic Advocates across all campuses. This platform merges multiple data sets to identify students for targeted outreach and assistance.
 - OAA SMART has been refined and tested for accuracy and we continue to work with the UGS Data Application Specialist on developing analytics in support of our work.
 - Dynamic Risk scores and the Student Scorecard have benefited the OAA workflow.

Collaboration

- Major Reselection efforts to improve ability for students to self-direct included:
 - Development of videos and updates to the [OAA Major Reselection](#) website.
 - Workshops in collaboration with Career Services
- First Year Composition (FYC) instructor became strong partners and source of Canvas referrals.
- A 'How To' video on Canvas Referrals developed by OAA for instructors. ATLE distributed.
- COVID-19 efforts to support UGS staff in planning for remote work and coordination with Library on laptop loans for students in need.

Achievements

- Academic Advocacy was invited to highlight their work during ten different presentations including a webinar and a pre-conference workshop. Two presentations resulted in publications.
- OAA responded to consultation requests from national and international higher education practitioners and coordinated three on-site visits.

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.

UNIT GROWTH

- Intentional expansion of peer outreach efforts; resulted in **22% increase** in student touchpoints
- Contributed to retention and progression efforts via call campaign to non-registered students; *1,300+ student touchpoints*
- Launched a digital events platform to drive student engagement; *5,198 users inaugural year*
- Administered survey to incoming FTIC students to assess their level of preparedness for college and identify behaviors trends. Analyzed data to identify support gaps to inform future practices.
- Elevated arrival communications to streamline onboarding experience of students and families
- Strengthened a student's sense of belonging through expansion of affinity-based experiences in summer and increased week of welcome event participation; *91% increase in Photo/Pep Rally attendance since 2017*

STUDENT IMPACT: Data from May 2019 – April 2020

- Facilitated [33,271 interactions](#) via outreach, affinity communities, campus traditions, and peer coaching: *10% increase*
- Individually supported students through common transition challenges to support their progression
 - 1,476 students identified via predictive analytics; 34% of incoming cohort
 - **9,154 outreach attempts** conducted by 20 PALs resulted in 208 individual coaching sessions
 - 138 referrals initiated by unit to campus partners
- Peer outreach and coaching resulted in increased FTIC progression rates for 2018-2019
 - 96.15% retention rate for all FTIC students coached in summer 2018
 - 92.54% retention rate for FTIC students coached who identified as female; *12.54% increase*
 - 92.16% retention rate for FTIC students who started in summer; *14% increase*
 - 90.66% retention rate for all FTIC students coached in Fall 2018; *10.82% increase*
- Fostered community and a sense of belonging through expanded affinity groups and digital communities
 - 242 students engaged in the Network; **98% increase**
 - 5,189 users conducted 52,030 sessions within our digital events platform; inaugural year
- Responded to coronavirus pandemic via increased student support, education, and communications.
 - **Increased outreach efforts to serve more than 75% of 2019 FTIC cohort**
 - Supervised 8 students and 3 staff redeployed to unit to support outreach and marketing efforts
 - Developed content for weekly communication to students and families highlighting institutional updates and key campus resources during remote instruction
 - Migrated peer leader seminar to remote instruction via Blackboard Collaborate
- USF highlighted one PAL's experience in supporting new students: <https://bit.ly/2L3BWdA>

CAMPUS COLLABORATION AND EXTERNAL VISIBILITY

- Strengthened partnership with Office of Academic Advocacy via execution of a non-registered student call campaign
- Hosted staff from 2 institutions and served as a consultant to 2 institutions regarding outreach/coaching and affinity-based initiatives.
- Advocated for student transition needs through representation on 18 campus committees
- Volunteered with 5 national organizations and presented on 4 occasions at national conferences

POINTS OF PRIDE

- Unit was recognized with the 2019 NASPA-FL Program of Distinction award, 2020 NODA Program of Innovation award, and the 2019 USF Student Success Innovation award for their Peer Advisor Leader Outreach and Coaching initiative.
- Keri Riegler received the 2019 USF Student Success Champions Award, will serve a second term on the NASPA Center for Women Board of Directors, and was appointment as the Region III Representative to the NASPA Orientation, Transition, and Retention Knowledge Community.

Parent & Family Engagement

The purpose of the Office of [Parent and Family Engagement](#) (PFE) 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 that students and their families feel cared for and that they matter, see possibilities and hope, and can access knowledge and resources.

UNIT GROWTH

- Expanded access to families via partnership with Undergraduate Admissions which resulted in increased touchpoints
- Developed philosophy, framework, and mechanisms for managing inquiries and coaching efforts
- Established continuity of operations plan, advanced unit's emergency action plan, elevated family intake mechanisms, and systemized family crisis communications
- Lead university Alcohol and Other Drug (AOD) taskforce subcommittee focused on expanding family educational content
- Implemented a year-round family educational curriculum to elevate knowledge of support resources and campus events
- Administered survey to families to assess their interactions with their student and to gauge their student's intent to return to USF the following semester. Analyzed data to inform future practices, programs, and services.

STUDENT AND FAMILY IMPACT: *data from May 2019 – April 2020*

- Facilitated 30,176 direct interactions via coaching, events, presentations, and office visitors: *4% increase*
- 455 family intake/coaching cases; resulted in 400 unique families served
 - Staff case load: 1:400 families: 304 COVID-19 related and 151 general inquiries
 - 332 outgoing referrals to campus partners; *332% increase*
 - 55 students identified as significant persistence risk: *37.5% increase*
 - Interfaced and provided direct support to 16 students
 - Approximately 62% of cases included two or more compounding factors jeopardizing progression: *10% increase*
- Educated families to ensure they were equipped to support the needs of their student
 - 17,000 active family contacts
 - 199,408 annual readership touchpoints; witnessed 44% average open rate; *174% increase*
 - 37 unique messages sent: 16 crisis focused communications for COVID-19 and Hurricane Dorian; *61% increase*
- Offered digital experiences that fostered a sense of belonging
 - 2,822 active family members in USF Families Facebook group: *122% increase*
 - Reviewed 1,637 posts; 41,093 reactions; 24,206 comments on the USF Families Facebook group: *16% increase*
- Fostered 7,311 connections via family events: *34% increase*
 - 3,229 interactions at Family & Guest Orientation
 - 1,512 students/family attendees at Family & Friends Weekend: *26% increase*

- 800+ interactions at Fall Grand Opening Welcome: *300% increase*
- 750 interactions at Bulls United Admitted Student events: *inaugural year*
- 620 interactions at Fall Family Welcome Reception: *300% increase*
- 400+ interactions at Summer Welcome Table: *100% increase*

CAMPUS COLLABORATION AND EXTERNAL VISIBILITY

- Consulted with 5 institutions on innovative approach to support families as part of USF's larger student success initiative
- Conducted 6 department training sessions sharing best practices for engaging and communicating with families
- Expanded visibility of unit and support of targeted student populations: Prospective, FUSE, ACE, SSS, International families
- Collaborated with colleagues to create health/wellness educational content: AOD resources, student mental health, suicide prevention, and well-being resources.
- Partnered with Academic Success Center to elevate academic educational content: study strategies and support offerings
- Supported Dean of Students and Student Government with the execution of the Student Memorial event
- Shared USF best practice via presentation at a national conference
- Partnered with CollegiateParent to produce two free family resource guides, *Bull Family Connect & USF Insider*
- Served as liaison with admins of four unofficial USF family Facebook groups

POINTS OF PRIDE

- Tura Magley was selected to serve on the 2019-2020 Faculty Advisory Committee for the Contemporary Art Museum and Graphicstudio and Homecoming Court selection committee.
- **The Buchanan Family**, from Palmetto, Florida was selected as USF's 2019 Family of the Year. Austin Buchanan, a current senior, transferred to USF from the State College of Florida. Austin and Lanie have two children, Aurora (5 years) and Aaron (9 months).



Office of Transfer Student Success

The [Office of Transfer Student Success](#) serves the needs of prospective, new and current transfer students. Our mission is to provide dedicated services and customized support to prepare transfer students for a seamless transition and a successful path to graduation.

OTSS At A Glance:

Prospective and current transfer student advising * Information sessions and presentations for external partners

* Workshops and professional development * Transfer credit assistance

Fuse transfer program * Academic Transitions course * Transfer Student Organization (TSO)

Transfer Engagement and Achievement Mentorship Program (TEAM) * Tau Sigma National Honor Society

* Transfer admissions assistance * SLS 3113 – Academic Transitions Course (Transfer Students Only)

Fuse Kick-Off

The Fuse Kick-Off event was hosted at the University of South Florida, Tampa campus. This event was designed to inform and welcome new incoming Fuse students about the program. Students learned about their USF major and campus resources and networked with students from USF and all Fuse partner institutions. Students had the opportunity to meet with academic advisors from all of our Fuse majors. We concluded the event with a campus tour. In total, 213 Fuse students attended the Kick-Off event from eight FCS partners.

Transfer Engagement and Mentorship Program (T.E.A.M)

In its pilot year, the Transfer Engagement and Achievement Mentorship (TEAM) Program had 15 transfer student mentors who served 67 incoming transfer student mentees. We have selected 21 transfer student mentors to serve in the next year.

Highlights

- Fuse has over 1,300 students in the pipeline across all eight partner institutions and 194 students currently enrolled at USF.
- For the Spring 2020, we have a total of 17 Fuse graduates that received their bachelor's degree from USF. These students were part of the pilot cohort.
- Transfer advisors assisted 958 prospective transfer students.
- Tau Sigma National Honor Society inducted 54 new members.
- As of Spring 2020, OTSS has awarded over 50 Fuse Scholarships
- During the week of October 21-25, 2019, USF celebrates transfer students as a valued part of our campus community with special events and educational opportunities.
- On April 29, 2020, The OTSS joined transfer student support practitioners and leaders on for the Transfer Success Network Meeting. This online event was designed to foster meaningful collaborations and facilitate ongoing interaction despite the disruptions and changes posed by COVID-19.
- Our office has launched a new Transfer Pen Pal Program to serve incoming transfer students and to create a sense of community, belonging, and engagement while courses continue remotely over the summer semester.

Student Support Services

[Student Support Services](#) provides academic and personal support for students identified as having an academic need and either first generation college student and/or having low-income family status.

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 Above 2.0

92% of SSS Fall 2018 admits returned Fall 2019 and 96 % were in good academic standing

#7 University Access Rate Percent of Undergraduates with a Pell grant

95% of all new SSS admits are Pell eligible

Collaborations:

Bull2Bull Financial Education is dedicated to helping students in the SSS program prepare for their financial future. Bull2Bull's Financial Success Series is specifically designed with SSS in mind. Each semester, students connect with the Peer Financial Educators to learn about money management, credit building, fraud prevention, and loan borrowing and repayment. From personalized, one-on-one coaching sessions to interactive workshops and events. Bull2Bull Peer Financial Educator, Juan Moreno is a senior, SSS student.

Housing and Residential Education Our SSS Living Learning Community (LLC) in Beta Hall afforded us the opportunity to have a faculty in residence and facilitate SSS programming that helps increase student persistence and student success. LLC programming includes SSS workshops, SSS office Hours in Beta, a Welcome Back ice cream social, and a healthy cooking demonstration with cost-effective ingredients. Upper class SSS students serve as the Residential Assistants (RAs) for the LLC and across campus. Our partnership with Residential Education afforded us an opportunity to propel our Annual Awards Ceremony to a new level this year.

Achievements

Althea Kanessa Blake, Ph.d. earned her doctorate this spring from Northeastern University. In April, Dr. Blake was appointed as a Regional Point of Contact for Positive Pathways, which is a college access program funded by the Florida Department of Children and Families. She has also accepted opportunities to serve as the advisor for the Fostering Opportunity student organization and to participate on USF Tampa's foster care initiative task force.

Brian Williams was inducted into the Emerging Leaders Institute for Florida Trio, state organization, manages Florida Trio's social media, serves on the regional association, Southern Association for Equal Opportunity Program Personnel (SAEOPP) social media team, advises for the student organization, Student Striving for Success, is a mentor for young men in Brother Reaching Ultimate Heights.

LaTosha Thomas, Ph.d. contributed to the writing of the SSS grant proposal, coordinated a rapid program pivot to remote student services for advisor appointments, workshops and LLC events and represented SSS as key stakeholder in a focus group with external consultants to review USF Health & Counseling Services. Dr. Thomas participated in the SAEOPP SSS Grant Proposal Writing Workshop, the U.S. Department of Education SSS Pre-Application Technical Assistance Webinar.

Reba Garth is responsible for program sustainability thus participated in grant writing, the SSS Grant Proposal Writing Workshop, the U.S. Department of Education SSS Pre-Application Technical Assistance Webinar, and collaborated with Sponsored Research to submit the SSS grant proposal. The proposal is seeking funding for another 5 years, September 2020-August 31, 2025. Due to COVID-19 Mrs. Garth ensured all SSS services are offered in a remote environment. She implemented the Student Support Services Program on the USFSP campus and was a recipient of the regional association, Southern Association for Equal Opportunity Program Personnel (SAEOPP) 30 Year Length of Service Award.

College Reach-Out Program (CROP)

The [College Reach-Out Program](#) (CROP) is a state-funded grant that provides services to students in grades 6 through 12 identified as first-generation and are from low income households. The following are the four primary goals of CROP: 1) motivate students to pursue a postsecondary education; 2) enhance their basic learning skills; 3) foster their personal and career development; 4) strengthen students' and parents' understanding of the benefits of postsecondary education. CROP's annual programming year includes August – July, including fall, spring and summer programming to 126 participants from Hillsborough County Public School (HCPS) system. Throughout the school year, the pre-collegiate services offered include supplemental academic instruction (focused on core subjects), weekend and weeknight tutoring, counseling, mentoring, cultural enrichment activities, college campus visits/tours, on-campus residential living experience and an academic enrichment summer program. All services are developed to assist students with achieving positive academic outcomes for successful entry into in to a postsecondary institution upon graduating from high school. Class of 2020 consist of twelve seniors who plan to enter a postsecondary institution. Seniors have applied to both in-state and out-of-state community colleges and universities and to date, seven (7) plan to attend an in-state community colleges, one (1) have been accepted to out-of-state university and four (4) applied to a Florida university with one (1) accepted to USF for fall 2020. The class unweighted cumulative state GPA average is 2.7 with an weighted cumulative district average GPA of 3.2.

Upward Bound Program

The [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. Services include instruction, tutoring, counseling, mentoring, cultural



enrichment, campus tours, and a college residential experience. The average GPA of program participants is a 3.6. One hundred percent of students from the class of 2019 graduated from high school, with eighty-five percent enrolling into college by Spring 2020. 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 students, in partnership with “Say it with Music”, engaged in a music engineering class and produced the following song and video: <https://vimeo.com/344488393/4a3c3e71ea>. Additional highlights included students visiting Washington D.C. as well as a national student leadership conference in South Carolina.

Council on Academic Advising

For FY 2019-2020, the executive council for the Council on Academic Advising (CAA) consisted of: Dr. Melissa Irvin as ex-officio, Kirsten Manzi (Nursing) as chair, Jeany McCarthy (Education) as chair-elect, and Cayla Lanier (Honors) as past chair. Under their leadership, the council provided feedback on academic policy revisions, discussed degree progression strategies, pushed for improvements to advising technology resources and met with community partners from other student services offices to improve the student experience. CAA represented the academic advising community on two university committees: the Persistence Committee and Yield Committee. The council also held many events for the academic advising community throughout the year including:

- The CAA Fall CHARGE Event (September 20, 2019): The academic advising “State of the Union” event, sponsored by the CAA Networking & Recognition (N&R) subcommittee, served to introduce the advising community to the CAA Executive Council, the membership of the CAA sub-committees, publicize upcoming events and create networking opportunity for academic advisors across all three campuses. This event included a food drive collecting donations for the Feed-A-Bull pantry.
- The CAA N&R also sponsored a second food drive for the Feed-A-Bull pantry at an advisor networking luncheon on December 11, 2019.

The CAA Professional Development subcommittee organized three internal development events and sponsored six webinars from NACADA, the Global Community on Academic Advising, via a partnership with College of Arts & Sciences advisor Kasandrea Sereno, who as serves as the national chair of NACADA’s advising community for “Technology in Advising”. The PDC designed development opportunities were:

- July 29, 2019: PDC Brown Bag on Advising and Writing
- September 30, 2019: PDC Brown Bag for Conference Proposal Peer Review
- October 1, 2019: PDC Intentional Conversation training, featuring the USF Counseling Center

The CAA Assessment committee selected five academic advisors to receive 2018-2019

Outstanding Undergraduate Academic Advising awards at the Provost Faculty Awards event on November 22, 2019 (Krysta Banke [Honors] was also selected to receive an Honorable Mention certificate):

Rebecca Gubernick (College of Nursing)

Tarin Haydt (College of Arts and Sciences)

Teresa Ippolito (College of Arts and Sciences)

John Morgan (College of Arts and Sciences)

Michael Stowe (College of Arts and Sciences)



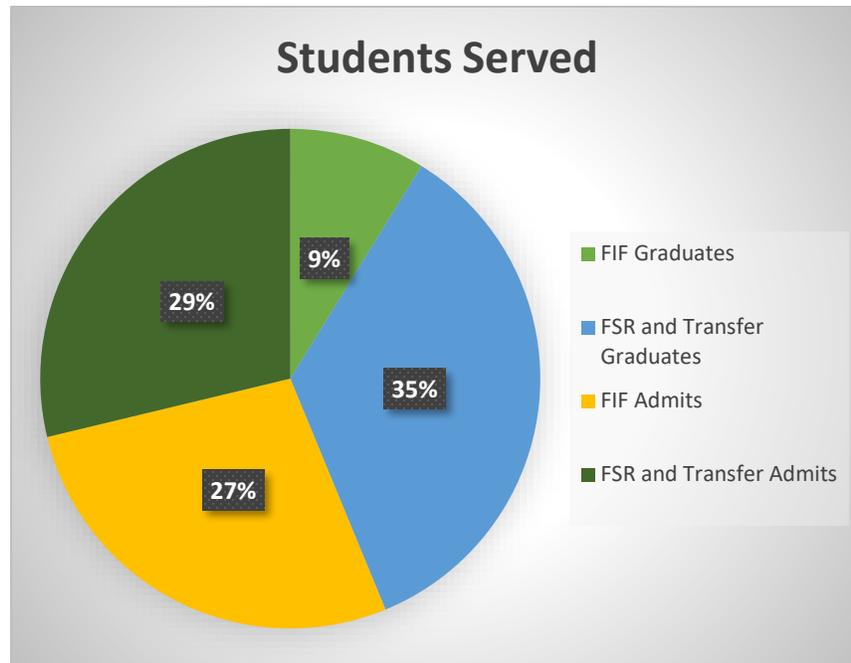
Undergraduate Studies Academics

Mission: to empower students in educational transition for life-long success through individualized advising and meaningful academic experiences.

Bachelor of General Studies

General Description: 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.

Students Served



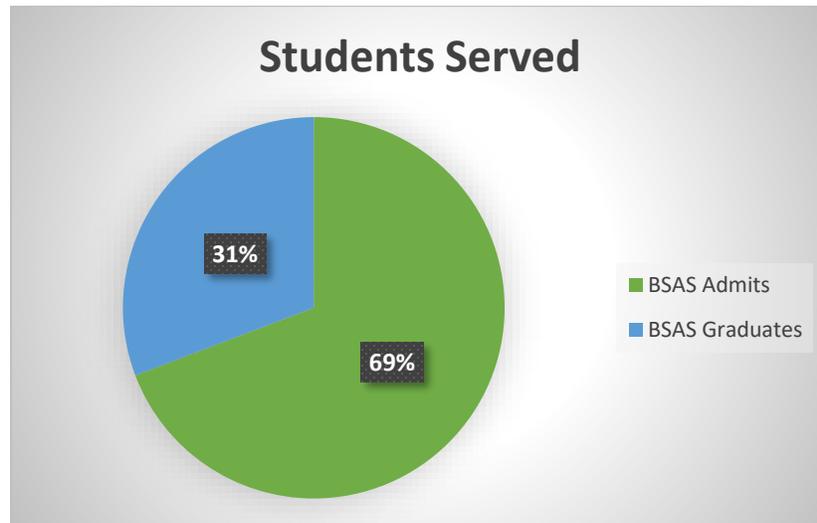
Points of pride

- We had 65% increase in graduates from last year
- Partnered with Hillsborough County Public Schools to host an inaugural "Future Teachers of Hillsborough County Event" specifically designed to pair graduating seniors in the BGS Educational Foundations concentration with open teaching positions. These students will support approximately 250 elementary to high school-aged students during the upcoming school year.
- Worked collaboratively with colleagues at USF St. Petersburg to assist post-traditional student, Way Bandy, 81 years young, to complete his BGS degree after a 40 year gap to thus fulfilling a promise he made to his parents and himself. His story made local and national news: <https://gma.abc/3e8uTfQ>

Bachelor of Science in Applied Science

General Description: The Bachelor of Science in Applied Sciences (BSAS) continues to support our Associate in Science graduates across the state by providing them an opportunity to build on their earned AS degree to obtain a bachelor's degree.

Students Served

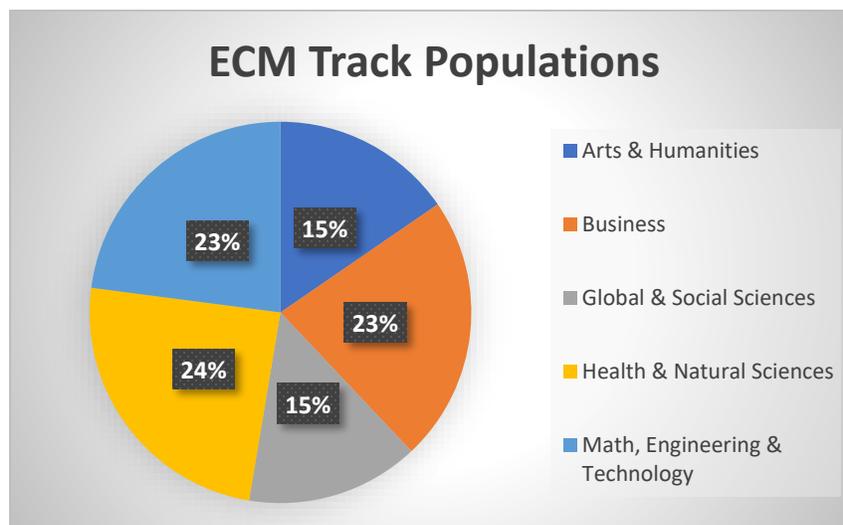


Points of pride

- Collaborated with Fuse to develop a pathway for transfer students graduating with an A.S. degree from State, Community and Junior Colleges in Florida
- Collaborated with the College of Community and Behavior Sciences Criminology advisors to host the 3rd annual Criminology Expo at HCC Ybor as well as the Behavioral Healthcare outreach event to present BSAS information at HCC Dale Mabry.

Exploratory Curriculum

General Description: The Exploratory Curriculum (ECM) is for students with less than 36 college who need assistance in choosing a major at USF. Student in ECM take fundamental courses in one of five pathways: Arts & Humanities, Business, Global & Social Sciences, Health & Natural Sciences, Math, Engineering & Technology.



Points of pride

- 97% of ECM students persisted from Fall 2019 to Spring 2020 with 48% declaring a major
- 72% of students earned a GPA of 3.0 or higher with 19 students earning a 4.0

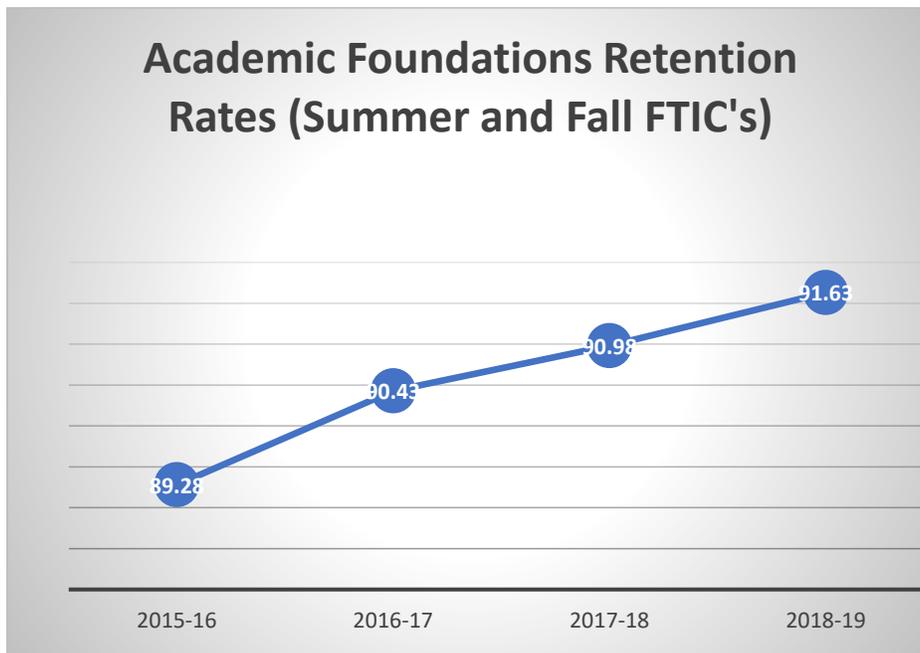
- Former ECM student was one of three students recognized as an Outstanding Graduate: <https://bit.ly/38yP0m9>
- ECM advisor chaired Majors Expo in Fall 2019 with over 400 attendees (the most ever) considering majors based on what global challenges related to each major: <https://youtu.be/F0IVvgqE8Kc>
- Presented at the NACADA International (July 2019) in Hasselt, Belgium. Their presentation, “Birth of the Multipotentialite: Being Undeclared in Generation Z” included new practices for advising undeclared students from Generation Z based on their views of authority, relationships, motivation, and technology.
- Collaborated with partners at USFSP and USFSM to create ECM curricula on their campuses under #OneUSF.

First Year Seminars

General description: 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.

Students Served

- 1,257 students were in SLS2901, SLS1101, and SLS3113, and we employed 59 adjunct instructors.
- 21% of the Summer and Fall FTIC admits enrolled in SLS2901 or SLS1101.



Points of Pride

- 91.19% retention rate with an average GPA of 3.23
- Worked with colleagues on the Sarasota-Manatee and St. Petersburg campuses to create a new General Education (Creative Thinking) course IDS2378 Interdisciplinary Knowledge and Inquiry. We worked with Innovative Education to develop a highly engaging online version of the course which will launch this Summer 2020 with over 60 sections.

Leadership Studies

General description: The program has a unique approach to leadership education that combines practical theories and opportunities for students to study the characteristics of authority, leadership, social and role dynamics, political processes and the values that orient their careers.

Number of students served

- In 2019-2020, 295 students took LDR courses and 30 minors were certified

Points of pride

- Established as a Globally Certified Pathway during the 2018-2019 academic year
- Three of the four prescribed LSP courses (LDR 2010, LDR 4930, LDR 4951) certified to align with the Enhanced Curriculum.
- Established as a model for a fully integrated academic program encompassing the concepts of the Global Citizens Project, the Enhanced Curriculum, and the high impact practices embedded within the Enhance Curriculum.
- Worked with colleagues at USFSM and USFSP to create a consolidated minor, requiring students to select a fundamentals course from a slate of six options, and three electives, from a slate of six different options.
- Increased the number of courses offered within the minor from five to six per term.

Corporate Partnerships & Re-entry Scholarships

Points of pride

- The Tampa Electric (TECO) corporate partnership graduated 20 students during the 2019-2020 academic year, welcomed 20 additional students to Cohort 4, and is launching a 5th cohort in spring of 2021.
- A new grant, Crankstart Re-entry Scholarship Program, came to UGS Academics this year awarding \$50,000 to 20 deserving returning adult students to finish their first baccalaureate degree.



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, which was submitted in March 2020.
- Dr. Jennifer Lister submitted a business case, investment proposal, and technology fee request for new catalog management and curriculum workflow software. The business case was approved and funded.
 - The online catalog software (Acalog) was used to bring all three USF undergraduate catalogs (all campuses) into one consolidated version. The official announcement and corresponding catalog campaign to announce both the Undergraduate and Graduate Catalog publications is scheduled for May 15, 2020. In addition, the Undergraduate Catalog publication is scheduled to be announced in “My USF” portal.
 - Since migration from the old catalog system to Acalog, UGS has seen peak weekday user count via analytics that are consistently in the range of 1000-1100 users as of April 30, 2020. This timing matches a drop in users seen on the old catalog site, which peaks now around 400 users referring to archived catalog.
 - As part of publishing the catalog, 376 vanity URL permalinks were created for the USF community to use to ensure consistent and up-to-date information is linked from all college and department websites.
 - The four and two year Plans of Study were integrated into Acalog without additional cost to USF. One of the Provost’s initiatives for Student Success, the Plans of Study (formerly known as semester plans) were integrated into the 2020-2021 Undergraduate Catalog for the first time.
 - As USF consolidates institutions and academic programming governance, it is important that our online presence be concise, up to date, and point to a single official source. Dr. Lister and the Undergraduate Studies Curriculum Team worked with members of USF’s Information Technology’s Team to create and distribute Academic Program Guidelines for departmental websites.
 - The new software (Curriculog) for the both course and curriculum proposals was transitioned to Undergraduate Studies. Training and pilot testing of Curriculog will occur this summer for full implementation in Fall 2020, before the Undergraduate and General Education Councils begin meeting for the Academic Year (AY).
- The Credit-by-Exam website was transitioned to UGS. The UGS Curriculum Team reconciled and updated the website information. In addition, UGS piloted a test environment with USF partners in February 2019. The updated information for the Credit-by-Exam website was launched on the UGS website with an effective term of Summer 2019.

Undergraduate Council

The Undergraduate Council (UGC) held 14 meetings in AY 2019-2020. The UGC reviewed and approved 122 courses. Of those, 77 were new courses, 45 were course changes. In addition, there were 20 new curricular changes and 4 new degree programs approved.

- Dr. Jill Roberts continued to serve as Chair of the Undergraduate Council. At the request of the Faculty Senate, Dr. Roberts will continue as Chair of the Undergraduate Council for the 20/21 AY.
- Undergraduate Studies provided meeting support, course tracking and approval, and reconciliation of approved courses with Banner, Course Inventory, and the SCNS.

General Education Council

- The General Education Council held 12 meetings in AY 2019-2020, a total of 56 courses were approved with Enhanced General Education attributes. Courses approved had the following attributes:
 - Creative Thinking (TGEC) – 3
 - Human & Cultural Diversity (TGED) – 6

- Ethical Reasoning & Civic Engagement (TGEE) – 11
- High Impact Practice (TGEH) – 29
- Information & Data Literacy (TGEI) – 1

Note: TGEE and TGEH attributes can have multiple sub-attributes. For example, Global Citizens Project is part of TGEE and TGED. There were three proposals with existing General Education attributes processed (changes).

- Dr. Scott Besley served as the Chair of the General Education Council. At the request of the Faculty Senate, Dr. Besley will continue as Chair of the General Education Council for the 20/21 AY.
- 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 reconciliation of approved courses with Banner, Course Inventory, and the SCNS.

Fallen Bulls Ceremony

- This year's Fallen Bulls Ceremony was held on Saturday, January 18, 2020. This annual ceremony is formally called the Student Memorial Service and it occurs every January to memorialize those students who have died while attending USF during the previous calendar year. UGS works with the college leadership of the student's major and the Office of the Registrar to confer Posthumous or Degrees in Memoriam as appropriate and according to USF Policy 10-047 (USF Policy 10-047 Posthumous Degrees) for presentation to the family members attending the ceremony. Both President Currall and Provost Wilcox attended this year's memorial ceremony. Undergraduate Studies was represented by Ms. Lorene Hall-Jennings.

Ethics and Integrity Council

Accomplishments

1. Local version of RAISE tutorial created
2. Onboarding tutorial revised to a single module and a single quiz
3. Regulation 3.027 officially updated to reflect newest process
4. Created a flowchart to make Regulation easier for students and faculty to understand the process
5. Restarted SAIC trainings (two conducted)
6. Created a draft one-line Honor Pledge to be recited before exams
7. Created a TEAMS group for EIC file-sharing
8. Recommendations made for revising EIC website

Objectives (Goals for Next Year)

1. Implement EIC website revisions
2. Investigate future reporting structure for EIC
3. Market the Honor Pledge for wide usage
4. Adjust EIC subcommittee structure and meeting schedule as needed
5. Re-engage question of contract cheating
6. Investigate interventions needed for sharing websites (CourseHero, Chegg)

Global Citizen's Project

The primary focus of USF's Quality Enhancement Plan, the Global Citizens Project, in AY 2019-20 was the continued implementation of processes and procedures supporting the three QEP goals, including professional development and assessment.

Global Citizen Award

- Provides students with opportunities to reinforce global competencies
- Offered 22 Starting Your Adventure workshops (3 were cancelled due to COVID-19); Summer 2020 will be the first semester offering virtual workshops across all three campuses.
- Recruited 502 new students to pursue the award
- Pre-approved and advertised 346 on-campus global events, including remote event opportunities beginning March 2020.
- GCP's Student Association hosted 7 events throughout the year, collaborating with the GloBull Ambassadors, ASL Bulls, Russian Club, Brazilian Student Association, German Club, and Korean Language Club for overall attendance of approximately 280 students.
- Awarded approximately 155 students the Global Citizen Award.
 - Will recognize approximately 89 award recipients for Spring 2020 at the virtual GCP Awards Ceremony on May 14th
- First publication describing GCP programing accepted for publication in *International Journal of Development Education and Global Learning*

Other awards received by Global Citizen Award students

- 2 of 4 USF Tradition Keepers
- Learn. Serve. Lead. Award Recipient
- Outstanding Fraternity/Sorority Member
- Pillar of the Community Recipient
- 7 of the 20 Golden Bull recipients
- 3 of the Spring 2020 Phi Beta Kappa initiates
- Both Outstanding Student Org Collaboration events were GCP approved

Study Abroad

- Offered, in conjunction with the Education Abroad office, the Global Explorers Travel Award and Global Citizens Project Study Abroad scholarships in amounts of \$1,000 and \$2,500 to 67 students for a total of \$148,000.
- Coordinated the first GCP Study Abroad experience partnering with the University of Exeter. Nine students participated in a summer course titled Global Issues and Challenges. Once abroad, GCP students spent one week as the only non-Exeter students participating in Grand Challenges and one week in London.

Operation: Global Action

- The newest initiative of the GCP, Operation: Global Action (OGA) has been in development for the past two years and was inspired by our internal data supporting high-impact practices and by our formal partnership with the University of Exeter.
- OGA is a globally-focused activity that counts as internship credit.
- Although intended to be an in-person immersive experience for all undergraduate students modeled after the University of Exeter's Grand Challenges, due to COVID-19 the program was altered to be delivered virtually.

- The first cohort of OGA students completed projects in the areas of food, oceans, and gender. A total of 92 students completed the program with facilitation by 4 Graduate Assistants.
- Due to high demand, a second virtual session will begin on May 18th. This Summer A session currently has over 130 students registered, including 25 students from UniNorte, Colombia.



Global Competency Test

- As of Spring 2020, 2897 Global Competency Tests have been completed by USF students.
 - 1298 completed the Policy and Impact test
 - 878 completed the Information Access and Literacy test
 - 721 completed the Values and Policy test
- First publication describing the Global Competency Test submitted to *Frontiers in Education*.

Global Courses and Pathways

- Goal is to infuse degree programs with global competencies
- Overall, 22 programs have been certified as a Global Pathway
- A total of 136 courses have been certified as Global Citizens courses by the Undergraduate Council; another 12 proposals are under review

Professional Development

- Offered 5 Global Faculty Fellowships (previously Global Course Enhancement Cohorts), continued one on one meetings with faculty.
- Continued to offer the Accelerated Global Pathways Learning Community and one on one meetings with faculty leads.

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 30 visits from finalist all over the U.S.
- Summer Programs: Partnership with Pre-College Programs
 - Hosted 112 students over 5
 - Diverse cohorts of prospective students which contributes to PBF Metric 7 (University Access Rate)
 - Generated \$150,000+ revenue
 - For summer 2019, programs have over 350 applicants.
 - For summer 2020, we adjusted to COVID-19 with a program refresh with 84 applications for 60 spots
- Student Experience: Online Research Readiness Badging Course (modeled after Career Readiness Badging Course)
 - Partnering with library to refine content to better serve students
- Student Engagement: Supported Undergraduate Research Society (URS)
 - Largest student organization at USF with nearly 2000 members
 - Peer mentors provide one-on-one consultations with students
 - Students hosted 2019 Undergraduate Research Expo with over 150 USF student visitors
- Data & Metrics: Supported alignment of measures to track high Impact practices (HIPs) including undergraduate research activity
 - Transitioned to data analytics platform (R) for rapid insights into operating metrics
- Grant Proposals (forward-looking)
- Conferences
 - Partnered with St. Petersburg Campus and Sarasota-Manatee Campus to share best practices for conference applications
 - Sent 3 undergraduate students to 2nd Florida Undergraduate Research Leadership Symposium (FLURLS)



Academic Success Center

- **Student Impact**

- Tutoring – The ASC supported 24 subjects for tutoring including Calculus, Physics, Statistics, Business, Economics and Chemistry.
 - 2,244 students utilized subject tutoring
 - 7,689 total student visits were recorded in subject tutoring
- SMART Lab – Math support was provided to students via a total of 56 sections both Fall and Spring semesters combined; the lab supported a total of 5,831 enrolled students and recorded 76,417 student visits.
- The Writing Studio - From Fall 2019-Spring 2020, held 1,991 Writing Studio sessions and worked with 1,239 unique visitors; Served students from a range of Colleges, including Arts and Sciences (616), Business (198), Engineering (94), Behavioral and Community Sciences (87), Education (83), Nursing (67), Public Health (51), and the College of the Arts (54), among others.
- Graduate students – In Spring 2020 the Writing Studio brought back writing consultations to serve graduate students, in that semester 148 sessions were recorded. These students represented both Master and Doctoral programs.
- Study Skills Mentoring – This academic year we trained 7 Study Skills Mentors, 6 were undergraduate student peers and 1 was a graduate student peer; all together they held 89 study skills mentoring sessions where they met one-on-one with students at all levels of their academic progression.

- **Growth**

- Peer-to-peer writing consultant program – The Writing Studio shifted to a peer-to-peer consulting model in Fall 2019 in an effort to expand writing support to undergraduate students where they could have more access to working with their fellow peers. Leading this program was Dr. Kristen Gay, Assistant Director of the Writing Studio:
 - Trained 13 undergraduate students to become Writing Center consultants in the English Department's Spring 2020 Writing Center Theory & Practice course
 - Hired and trained 8 new undergraduate Writing Studio peer consultants

- **Collaborations**

- Faculty Corner – in partnership with Chemistry and Organic Chemistry faculty, instructors and Teaching assistants within these disciplines conducted office hours in the Learning Commons on the second floor of the library that saw 301 unique student visitors for a total of 821 total visits.
- STEER PEER Mentors Program - Second full year running this 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. The workshops include STEER PEER Mentors that work with the students providing a level of connectivity to the university. Since fall 2019, this program has had over 30 transfer students attend a total of 4 workshops.

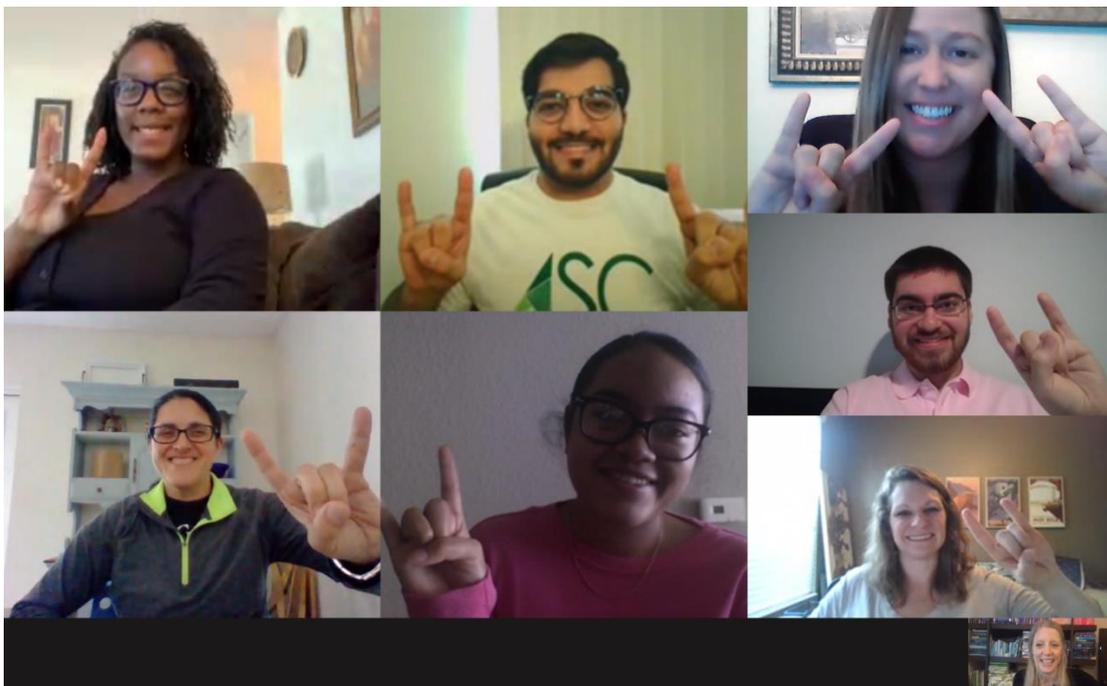
- **Points of Pride**

- Writing Studio – In August 2019 the ASC welcomed a new Assistant Director, Dr. Kristen Gay. With her addition to the ASC, the Writing Studio has experienced tremendous growth both through the peer-to-peer writing consultant program and in the quality of writing services provided to students. From Fall 2019-Spring 2020, 97% of students rated their experience with

their consultant as Excellent; 97.6% of students said their writing had improved as a result of coming to the Writing Studio; and 96.7% of students said what they learned was Very Applicable or Applicable to other writing assignments.

- Conference presentations - Gay, K., Walkup, K., & K. Scheff. (2020, February). "LCS Pattern Validation and Its Applications for WAC/WID." Paper Presented at the International Conference on Writing Analytics, St. Petersburg, FL.
- Student professional development opportunities and certifications both in unit and campus-wide via the following programs:
 - CRLA Tutor Training program – The ASC is currently certified through the College Reading and Learning Association (CRLA) for tutor training certification through Level III, Master Tutor. In July 2019, the ASC CRLA application was approved for the final stage of certification, providing certification for the next 5 years. Since summer 2019, 41 tutors completed CRLA Level I certification. The tutors trained represented each of the ASC sub-centers and partner tutoring offices including Athletics and INTO.
 - Study Skills Mentor program - is certified through The College Reading and Learning Association (CRLA) through Level I Mentor, this is in addition to our current certifications for tutor training. In this program, experienced tutors receive additional mentor training to prepare for one-on-one sessions with students that are not content focused. Since January 2018 we have trained over 30 student peer Study Skills Mentors.

Academic Success Center team goes virtual – March 2020



Academic Teaching and Learning Excellence (ATLE)

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.

ATLE continues its expanded operations in 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 expanded its program to train Learning Assistants in pedagogy, so that undergraduates could assist with large courses they have already succeeded in. During this year, ATLE collaborated with a faculty partner on a successful NSF grant that will employ ATLE as a partner on assessing the educational benefits of the planned intervention.

Faculty and TA Involvement and Major Events:

- 487 graduate students completed TA Training
- 172 faculty and TAs attended First Friday workshops (114 Fall, 58 Spring – the number for spring is only February)
- 89 faculty attended Summer Teaching Symposium
- 65 faculty attended New Faculty Orientation
- 50 graduate students completed the Preparing for College Teaching Course (IDS5922)
- 21 faculty participated in peer observation program

Just-in-Time Assistance

- 82,981 Website views in year
- 32,557 Website unique visitors in year
- 1,414 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 Fourth Annual Sunshine State T&L Conference



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 43 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; and
- 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. 4 out of 4,000 colleges and universities in the nation by *Military Times Edge* magazine as the top college for veterans.
- 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 17 Tillman Scholars valued at over \$600,000.
- 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 620 veterans into the growing local workforce, while partnering with public and private organizations.
- USF can boast a 72-percent veteran graduation rate.
- USF student veterans graduate with an average G.P.A. of 3.36.
- OVS processed GI Bill benefits for over 2,256 students to a sum total of more than \$8 million in tuition and fees.
- In the past 12 months, OVS awarded 40 scholarships to student veterans to enable student success.
- OVS added two new endowed scholarships/awards this year bringing the total number of endowments to eight (8) totaling over \$300,000.

Joint Military Leadership Center

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 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 and experienced staff charged to instruct and develop the future generations of officer leadership. Comprised of five officers, three 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 5% this past year to 225. Our contract mission for the Class of 2020 and beyond has increased to 55 per year, which positions USF to be the #1 producer of Army Second Lieutenants within the State of Florida. 143 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 \$850,000 in funds dispersed to Cadets each semester.

The program will commission 50 Second Lieutenants into the U.S. Army during the 2019-2020 academic year; eight more than the 2018- 2019 academic year. Five of these future officers will graduate with honors as Distinguished Military Graduates, placing them in the top 20% of Cadets in the nation, while Two Cadets were ranked in the 10% of all graduates in the nation.

USF Army ROTC Cadets participated in numerous extracurricular training and social events throughout the year. During the Fall 2019 semester, our Ranger Challenge Team finished second out of 40 teams in the 6th Brigade Ranger Challenge competition, which qualified our team for the National Finals, held each year at West Point. Additionally, we sent a team to compete in the Army 10-Miler race in Washington, D.C. and conducted two field training exercises at Camp Blanding, Florida.

Due to COVID-19, our Cadets were not able to take advantage of some of the military leadership training typically offered during the summer months, such as Cadet Summer Training at Fort Knox, Kentucky and Cadet Troop Leader Training (CTLT), which provides Cadets the opportunity to shadow a Second Lieutenant in Active Army units over a three to four week period. CTLT learning opportunities this summer included Fort Bliss (TX), Fort Bragg (NC), Fort Campbell (KY), Fort Jackson (SC), Fort Lewis (WA), and Hawaii. Some of our high-performing Cadets were selected for some of the Army's most coveted schools, such as Sapper Leader Course, Airborne School, Air Assault School, and Jungle Operations Training Course.



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 and held a college-level Raider Meet for 14 JROTC Teams where the winning

team was awarded three-year campus-based ROTC scholarship to USF.

Army ROTC

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Navy ROTC

The 2019-2020 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 29 new midshipmen into the program. As a whole, the unit averaged 68 students this year, most of whom are on scholarships, which total nearly \$420,000 in tuition, fees and books paid for by the Department of the Navy. Following May's graduation, USF NROTC had the honor of commissioning nine Navy Ensigns and 14 Marine Corps Second Lieutenants in the 2019-2020 school year.

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 earning a fourth place finish overall 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, Keeping Tampa Bay Beautiful, and assistance in maintaining the SS 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 conducted a joint training session with the United States Coast Guard. A group of 15 midshipmen made the 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 hands-on training trip to Naval Station Mayport, students spent a day practicing their ship handling skills in a cutting edge ship simulator. Students also received a tour of the USS Paul Ignatius (a guided missile destroyer) as well as spending the night onboard the Paul Ignatius. The students were privileged to a helicopter squadron tour and hands on flight simulator training with instructors from the HSM-40 Air Wolves. The trip concluded with a P-8 tour with the VP-10 Tigers at NAS JAX.

2019-2020 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 2019-2020 Academic Year reached as high as 218 cadets in the Fall 2018 semester, and ended the Spring Semester with 155 cadets from the University of South Florida and 14 other cross-town colleges and universities. USF AFROTC cadets, on average, carry a 3.20 cumulative GPA and 1100 SAT. Financial impact to the university totaled \$820,595: \$405,692 for 59 cadets on scholarship and \$414,903 in stipend payments to the scholarship cadets and 39 non-scholarship cadets on contract. The 2019-2020 graduating and commissioning class consisted of 19 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 most students graduate in 4 years. USF Detachment 158 supported 21 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 2019 term and is scheduled to host another in Fall 2020. Other broadening activities included a contingent of over 80 cadets attending the Air Force Association Symposium in Orlando, where they interfaced with the top leaders of the Air Force; 60 cadets visiting MacDill AFB in Tampa where they learned about various Air Force organizations and activities. In addition, in the Fall 2019, 29 Cadets were privileged to have an incentive flight on a KC-135 aircraft at MacDill.

Detachment 158 cadets continue to play an active role in extracurricular training and social events, as well as in the local community. In February, USF hosted the Florida State Air Force JROTC Drill competitions with students from more than 15 high schools attending. Cadets also volunteer at the local VA hospital 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. The Color Guard maintains support at USF and community activities such as the Veterans Day Celebrations, USF Salute to Service basketball and football games, Tampa Bay Rays game and Homecoming Parade.

Detachment 158 keeps friends and family up to date via their Facebook page and current information for applicants on their USF website.

Due to the transition to remote learning, all in-person ROTC events were cancelled after Spring Break. The Detachment continued to engage with Cadets remotely through MS Teams, and physical training was conducted on Strava. The Spring 2020 Commissioning Ceremony was conducted on Zoom, and streamed live on Facebook.



Academic Services in Athletics



Academic Services in Athletics continued to build on its comprehensive academic support services offered in 2019-2020. Academic Services, with support from the rest of staff within the Fishman Family Student-Athlete Enrichment Center (FFSAEC), hosted the fourth 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 2019, the

program introduced a number of enhanced workshops focusing on academic skill building, student development and behavioral/mental health and well-being for our 80+ FTICs entering USF during summer B session. The unit also continued to expand and enhance the Athletics Tutorial Program, developing an enriched tutorial orientation and training program, hosting semester long trainings aimed at educating and developing staff for continued support within our unit. The program introduced a “Tutor of the Month” program recognizing our elite staff and saw nearly 6,000 tutorial appointments completed in 2019-2020 academic year. With assistance from the Athletics Communications staff, Academic Services completed a significant revamp of its existing portion of our Athletics website to increase communication of services, staff and partners available to support and enrich the student-athlete experience at USF.

USF student-athletes and USF Athletics continue to set record highs with their academic achievements and NCAA academic metrics measuring student success. Following fall 2019, USF student-athletes have now collectively achieved ten consecutive semesters of above a 3.00 department term GPA and maintained a cumulative Athletic Department GPA of 3.16 following fall 2019, its third consecutive term earning a cumulative GPA above 3.1. Additionally, 63% of USF student-athletes earned above a 3.0 fall 2019 term GPA and 251 student-athletes were named to the USF Athletics Honor Roll. USF’s female student-athletes continued to excel in the classroom earning a 3.39/3.43 fall term GPA and cum GPA respectively. As a partner in campus-wide male student success initiatives, USF male student-athletes improved their term and cum GPAs for the third consecutive term in fall 2019 and continue to show marked improvements in a number of key academic measurements. USF student-athletes have also continued to impress with their strong scores in key NCAA academic metrics. USF student-athletes earned an 85% NCAA Graduation Success Rate (GSR), a sixth consecutive year with a GSR of 80% or greater. During the same reporting period, a record 13 USF sports earned a perfect 1000 single-year NCAA Academic Progress Rate (APR) in 2018-2019, resulting in a department record 995 single-year APR. Two programs earned the prestigious NCAA National Recognition Award from the NCAA (Men’s Golf and Women’s Golf) with a perfect multi-year APR score of 1000.

Awards

- **Marnie Hauser** was the recipient of a 2019 USF Outstanding Staff Award.
- **Keri Riegler** received the 2019 USF Student Success Champions Award.
- **New Student Connections** was recognized with:
 - 2019 NASPA-FL Program of Distinction award
 - 2020 NODA Program of Innovation award
 - 2019 USF Student Success Innovation award for their Peer Advisor Leader Outreach and Coaching initiative.
- **Office of Orientation** was recognized with the “Campus Partner Award” at the 4th Annual Honor-A-Bull Awards Ceremony by the Office of Veteran Success.

Presentations

Bombaugh, M. & McNulty, M. (2019, October). *Identification and Intervention: Using Predictive Data and Peer Coaching to Support First- Year Student Persistence*. National Symposium on Student Retention. New Orleans, LA.

Bombaugh, M., Johnson, S., Tod, L., & Williams, K. (2019, October) *Leveraging Intelligent Apps to Stratify Risk and Identify Students in Need of High Touch Care*. National Symposium for Students Retention, New Orleans, LA.

Bombaugh, M. & Miller, Tom. (2019, October). *Using the BCSSE Survey to Generate Targeted Support and Interventions for First-Year Students*. California State University (CSU) Graduation Initiative 2025 Symposium, Long Beach, CA.

Bombaugh, M., Tod, L., & Williams, K. (ongoing) *Giving First-Year Students a Second Chance*. 2019-2020 The Consortium for Student Retention Data Exchange Webinar Series. Online.

Cimpean, O. (2020, January). *Teaching First-Generation Students*. Paper presented at the Sunshine State Teaching and Learning Conference, Daytona Beach, FL.

Cimpean, O. (2020, January). *Motivating Students*. Paper presented at the Sunshine State Teaching and Learning Conference, Daytona Beach, FL.

Dees, A. & Ramirez, Z. (2019, October). *Retain and Gain: Case Management for Strategic Retention and Success*. 26th National Conference on Students in Transition, Orlando, FL.

Friedman, S. (2020, January). *Developing Student Professionalism*. Sunshine State Teaching and Learning Conference, Daytona Beach, FL.

Harris, Q., Nandkishorelal, J. (2019, October). *Embedded Academic Advising: Bridging the Gap between the Community College and University*. Florida Academic Advising Association, Boca Raton, FL.

Harris, Q. (2020, February). *Reimagining the Transfer Advising Experience Using an Online Platform*. National Institute for the Study of Transfer Students Conference, Atlanta, GA

Henderson, A., Mason, A., & Walters, C. (2019, October) *A Case Management Approach to Connecting with Transfer Students*. Florida Summit on Accelerating Transfer Success, University of Central Florida, Orlando, FL.

Henderson, A., Mason, A. & Grites, T. (2020, February). *Exploring the Future of Transfer Students Success: Barriers, Assessment, and Practice-Informed Approaches*. National Institute for the Study of Transfer Students, Atlanta, GA.

Howard, F. & Irvin, M. (October 2019). *Confronting bias in the creation of a student-ready college*. Preconference workshop at the 2019 National Symposium on Student Retention, New Orleans, LA.

Irvin, M. (October 2019). *Navigating the intersectionality of advising and technology*. Facilitated discussion at the 2019 National Symposium on Student Retention, New Orleans, LA.

Irvin, M. (October 2019). *How technology is transforming advising practice*. Presentation at the 2019 annual conference for the Global Community for Academic Advising, Louisville, KY.

Irvin, M. (2019, June). *Using data to create a student-ready institution*. Presentation at the 2019 NASPA Conferences on Student Success in Higher Education, Orlando, FL.

Loh, J., & Waldron, J. (2019, October). *Connection & Community in a Digital World*. Association for Orientation, Transition, and Retention in Higher Education Annual Conference, Houston, TX.

Magley, T. (2019, October). *Families as Partners: A Framework for Student Success*. AHEPPP: Family Engagement in Higher Education Annual Conference, Portland, OR.

Mansour, E. A. (2019, August). *The Science of Learning, Applying Research-Based Principles of Learning to College Teaching: Workshops at King Faisal University, Al Ahsa, Saudi Arabia, Second Faculty Enrichment Program*

Mansour, E.A. (2019, January). *Do Faculty Educated in Foreign Countries Have Different Perspectives on What Constitutes Excellent Teaching*. Sunshine State Teaching and Learning Conference, Daytona Beach, FL.

McNulty, M. (2019, June). *Employing Students as Retention Interventionists: Pilot Program to a Collaborative University Strategy*. NASPA Region II/III Summer Conference. Washington, D.C.

Nandkishorelal, J., & Harris, Q. (2019, October). *Embedded Academic Advising: Bridging the Gap between the Community College and University*. National Symposium on Student Retention, New Orleans, LA.

Reese, A., Cimpean, O., & Friedman, S. (2020, March). "A Burgeoning Learning Assistant Program: Extending Our Center's Reach." Southern Regional Faculty and Instructional Development Consortium, University of South Carolina, Columbia, SC.

Reese, A. (2020, February). *Does Everyone have a Computer? How to Incorporate Technology Equitably*. Florida Faculty Development Consortium, Seminole State College of Florida, Sanford, FL.

Tod, L. & Bombaugh, M. (2019, November). *Predictive Analytics and Case Management: Powerful Persistence Partners*. Civitas Learning Power User Summit, Austin, TX.

Tod, L., Williams, K., Gregg, D., Knapp, A. & Cole, K. (2020, March). *Academic Advocacy: An Emerging Solution for Turning Information Into Action*. National Student Success Conference, Tampa, FL.

Wray, S., Williams, K. & Shepherd, G. (2019, October). *Retention Challenges after the First Year*. National Symposium for Students Retention (NSSR), New Orleans, LA.

Yee, K. (2020, January). Engaged gazes: Principles that online and flipped teaching can learn from museum exhibits. Paper presented at the Sunshine State Teaching & Learning Conference, Daytona, FL.

Yee, K. (2019, October). *Keeping millennial eyeballs: Best practices in training and remediation*. Paper presented at the Southeast Regional International Center for Academic Integrity Conference in Atlanta, GA.

Yee, K. (2019, October). Cultivating controversy to encourage critical thinking. Paper presented at the Critical and Creative Thinking Conference, St. Petersburg, FL.

Yee, K. & Rettinger, D. (2020). *Teaching for integrity: Academic integrity as a pedagogical challenge*. Preconference workshop at the International Center for Academic Integrity Conference, Portland, OR.

Yee, K. (2020, January). *Lessons from learning science for teaching AND for showing students how to study*. Preconference workshop at the Sunshine State Teaching & Learning Conference, Daytona, FL.

Yee, K. (2020). *Leveraging learning science for optimal course design, teaching practices, and encouraging proper student study practices*. Presented as webinar to Bay View Alliance and POD Network.

Yee, K. (2019, August). *21st century skills – What university instructors can do to prepare tomorrow's workforce*. Presented at King Faisal University, Hofuf, Saudi Arabia.

Publications

Bombaugh, M., & McNulty, M. (2019). Identification and Intervention: Using Predictive Data and Peer Coaching to Support First-Year Student Persistence. In S. Whalen & T. Bennett (Eds.), *Proceedings of the 15th National Symposium on Student Retention, New Orleans, Louisiana*. (pp. 193-203). Norman, OK: The University of Oklahoma.

Irvin, M. (2019). Valuing social responsibility in the era of data analytics: A process model for effective practice In Niblett, S. L. (Ed.), *Examining social change and social responsibility in higher education* (pp. 143-160). Hershey, PA: IGI Global.

Tod, L.; Bombaugh, M.; Williams, K.; Wray, S.; Vest, A.; & Shepherd, G. (2019). University of South Florida - Tampa: Using Case Management to Support Sophomore Persistence. In T. L. Skipper (Ed.), *Aligning Institutional Support for Student Success: Case Studies of Sophomore-Year Initiatives* (pp. 61-67). Columbia, SC: University of South Carolina, National Resource Center for The First-Year Experience & Students in Transition.

Miller, T., & Irvin, M. (December 2019). *Using artificial intelligence with human intelligence for student success*. EDUCAUSE Review. <https://er.educause.edu/articles/2019/12/using-artificial-intelligence-with-human-intelligence-for-student-success>.



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Student Success

Undergraduate Studies