NCAA Operating Principle 2.2
Academic Support Services Review
2007-2008

UNIVERSITY
OF NORTH FLORIDA
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The Process – Initial Review
This first review was completed on an expedited basis to supplement the Division I Certification Self-Study by the following individuals:
- Dr. Thomas S. Śerwatka, Vice President and Chief of Staff
- Dr. David Jaffee, Assistant Vice President for Undergraduate Studies
- Dr. Douglas Eder, Associate Provost for Institutional Effectiveness
- Ms. Janet D. Owen, Vice President for Governmental Affairs; Chair of Self-Study Steering Committee

This first review submission to the NCAA has benefited from the comprehensive work occasioned by the University’s reaffirmation process by the Commission on Colleges of the Southern Association of Colleges and Schools. UNF’s Compliance Certification Report, submitted on September 9, 2008, required in-depth reviews of UNF’s academic support services. The information generated in this process provides an excellent baseline for subsequent reviews on the three-year cycle. The inclusion of a general description of UNF’s assessment processes in this report is intended to guide and inform the process for subsequent review cycles. This complete template may assist subsequent reviewers by (1) helping to ensure that existing support services are not overlooked, (2) more readily identifying the sources of data being collected on support services, and (3) providing a roadmap for following up on the effectiveness of new programs and initiatives as they relate to the needs of student-athletes.

This review was presented to the Intercollegiate Athletic Committee (IAC), the advisory body to the President of the University of North Florida (UNF) on issues related to intercollegiate athletics, on September 16, 2008.

Key factors for this review, and to be considered for all future reviews, are as follows:

1. UNF’s commitment of resources for measuring institutional effectiveness has increased over the past few years, and will be able to guide this process in the future, making this a more useful exercise, driven by the necessary data to demonstrate the use and effectiveness of the services offered. In this regard, the Assistant Director for Academic Support Services should meet annually with the Associate Provost for Institutional Effectiveness and the Assistant Vice President for Undergraduate Studies to plan for a meaningful collection of data which will assist in the periodic review of academic support services. The exit interview tool for student-athletes has been revised to solicit more specific and useful information regarding academic support services.

2. We should explore a method for better tracking student-athlete utilization of the academic support services offered to the general student population. There are many exciting new services and initiatives at UNF, specifically the Academic Roadmaps, an initiative that tracks academic progress, and the further growth and development of ACE, the Academic Center for Excellence. Future reviews may
more clearly demonstrate something we suspect is the case at present; that the campus-wide support services are highly effective and allow the Department of Athletics to enhance and supplement, rather than to search and rescue. However, the support offered by the Department of Athletics should be fully integrated with the services provided by the central University units. For example, student tracking through the Academic Roadmap initiative should be calibrated so that automatic triggers would include mandatory services provided through or overseen by the Department of Athletics such as mandatory tutoring, mandatory study hall attendance, peer mentoring or other appropriate support.

The Process – for future reviews
UNF must ensure continuing compliance with NCAA Operating Principle 2.2, Academic Support, specifically demonstrating that its intercollegiate athletics program protects and enhances the educational wellbeing of student-athletes and assures proper emphasis on educational objectives. This requires that the academic support services are reviewed and approved periodically by academic authorities outside the department of intercollegiate athletics.

The bylaws of the Intercollegiate Athletics Committee have been revised (and formally adopted at the September 16, 2008 IAC meeting) to include responsibility for and oversight of the process for a comprehensive, written review of the academic support services provided to student-athletes at least once every three years by academic authorities outside the Department of Athletics who do not have day-to-day responsibilities in the academic support services area. The review will be collaboratively accomplished by the Office of Institutional Effectiveness and the Office of Undergraduate Studies. The comprehensive written review, as required by the NCAA, will be presented to the IAC, which will make specific recommendations to the University President, as appropriate.

2007-2008 Review of Academic Support Services
UNF offers a variety of programs designed to facilitate and enhance student and faculty success. Many programs provide fundamental academic skill building, while others offer an array of academic support services. Many of these services are outlined in the Support Services section of the Undergraduate and Graduate catalogs. Other support programs are described in the catalogs within the appropriate college section. In addition, many of the academic support services described below have webpages linked from the UNF Academics webpage. All of the programs, services and initiatives described below are available to, and utilized by, student-athletes.

The Division of Academic Affairs - Advising & Related Services
Advising is typically one of the first academic support services students encounter at UNF. The undergraduate Academic Advising Program mission and philosophy appear in the Academic Advising Syllabus (discussed in more detail below).
Mission
The mission of the University of North Florida Academic Advising Program is to assist prospective, current, and returning students with the development of academic, personal, and professional goals. The members of the program are committed to providing individualized services to a diverse student population. Working cooperatively with the UNF community, we offer tools and resources to empower students in becoming lifelong learners.

Philosophy
We strive to guide you towards your academic goals by providing information, references, and advice; however, we will not make your choices for you. Advising is an engaging process between the advisor and the advisee where ultimately you are in full control of your educational experience. We are your resource to help you succeed.

Because students have different advising needs as they progress through their college careers, undergraduate academic advising at UNF is separated into two divisions: lower division (freshmen and sophomores) and upper division (juniors, seniors, and post-baccalaureate students), and both divisions are staffed with professional advisors. The Academic Center for Excellence (ACE) advises freshmen and sophomores, except for those students in the Honors Program, which has its own professional advisors to counsel its lower-division students. Each college maintains its own advising office. These offices counsel all juniors, seniors, and post-baccalaureate students and are centralized in the Brooks College of Health, College of Arts and Sciences, Coggin College of Business, and the College of Education and Human Services. In the College of Computing, Engineering and Construction, each of the three schools (School of Engineering, School of Computing, and the department of Construction Management) has its own advising office. Each college has identified and assigned one of its advisors to work with student-athletes.

All undergraduate students are required to meet with an academic advisor during their first semester to establish a program of study. The appropriate advising unit notifies newly admitted students of this requirement by mail; students who choose to ignore this requirement are placed on a registration hold that can only be lifted by an academic advisor.

The Academic Advising Council has established a mission and vision as well as values, goals, and outcomes for all advising units. These goals have informed the construction of the survey instrument used for the In-Person Advising Survey administered to all students who meet with an advisor during various sampling periods throughout the academic year. Data are summarized for each advising unit on an annual basis and provided to the directors of advising, Academic Affairs, and the Academic Advising Council. Directors also receive a report that can be used to evaluate individual advisors for annual evaluation purposes. In the most recent administration of these advising session surveys, 18.8% and 17.6% of invited students completed the In-Person Advising
Survey and Remote Advising Survey, respectively. The results were encouraging in that there were noted gains in areas that had been identified for improvement, namely those related to helping students with goal setting and explaining policies and program information. These gains have been attributed in part to the recent initiatives implemented university-wide, such as the advising syllabus and clarification and publication of UNF policies in conjunction with Registrar’s office.

Undergraduate advisors utilize additional data sources to inform their strategic plans and future initiatives. One data source is advising usage statistics. Directors can run reports for a given date range that summarizes the distribution of advising usage based on type of session, advising staff, time of day, or reasons for the session. Tracking trends and patterns over time allows advising unit directors to monitor their operations and plan for periods of low and high demand for services. Usage reports are also shared with other groups as needed. In addition, each college academic advising unit collects data for their individual college advising unit using student feedback and satisfaction surveys. Together, these data sources have informed the following improvements in the college academic advising services:

- Creation of an advising syllabus outlining roles, responsibilities, and expectations of students and advisors
- Implementation of customer relations practices designed to improve student perceptions of and satisfaction with academic advising
- Email notification system to communicate information to students and invite students into advising units to receive advising and address issues in a timely fashion
- Established advising liaisons assigned to academic departments within each college
- Professional development opportunities for academic advisors through NACADA conferences, NACADA webinars, and campus professional development services
- College advising office orientation sessions for students
- Addition of Career Services liaison to advising staff to provide career guidance in addition to academic advising
- Active and pending student audits
- Creation of advisor training manual and materials

In order to assess the larger academic advising system and structure at UNF, three sources of data have been employed – the Noel-Levitz Student Satisfaction Survey, the National Survey of Student Engagement, and the Graduating Senior Survey. Taken together, the results from these surveys consistently indicate that a significant percentage of students find the advising services less than fully effective with about a quarter reporting less than full satisfaction with the overall help received from advising offices. For that reason, the Provost has charged the Task Force on Undergraduate Advising with the task of reviewing all forms of advising data, as well as existing advising models at other institutions, and then making a recommendation on how best to restructure the academic advising infrastructure at UNF to make it more effective in meeting student needs and expectations.
Another measure of the advising experience is the Graduating Senior Survey. Each semester, the Office of Institutional Effectiveness invites students who have applied and qualified for graduation to evaluate many services at UNF, including advising. This survey contains items that inform advisors about how students made academic decisions, as well as the students’ evaluation of the helpfulness to them of advising services and its tools during their last two years at UNF. Summary reports are shared each term with deans, chairs, and directors. In the most recent administration, almost half of the students reported using advisors in the college occasionally and 67% considered the overall advising services and tools to be “Very helpful” or “Helpful” on a five-point scale. The most frequently used advising tool was the myWings portal, which contains the student’s degree evaluation, and which shows progress toward degree completion. A subset of advisors continues to meet regularly to improve the function and layout of the degree evaluation.

Following the 2007-08 academic year, student-athlete evaluations regarding advising elicited from the exit interview process were not surprising. Several students surveyed feel there is a need for academic advising to be conducted within athletics to provide greater consistency and availability. UNF addressed this immediately following the 2007-08 academic year by creating a position within the Academic Center for Excellence (ACE) specifically for academic advising and related support services for freshmen student-athletes.

**Academic Center for Excellence**
The Academic Center for Excellence (ACE) was established when the offices of Freshman and Sophomore Advising and the Center for Student Success and Retention merged in January 2004. ACE provides academic advising in a nurturing atmosphere for all lower division students and mentoring for at-risk freshmen, while offering a variety of retention and support services to the larger university student body. ACE is dedicated to meeting students where they are academically and providing them with opportunities for success.

ACE provides a variety of academic support programs and services. One such program is the Academic Potential Program (APP), a probationary summer admission program. During the summer semester, APP students receive additional academic support in the form of linked courses, tutoring, and a First Year Seminar course, as well as math skill building and enhancement. Another is the coordination of freshmen mid-term grade reports. This program alerts advising staff by identifying students who earn grades below a “C.” When appropriate, advisors intervene to determine why the student is underperforming and to outline steps to remedy the situation.

ACE coordinates a Developmental Advising Program for at-risk student populations, including freshmen athletes, freshmen admitted into UNF’s Academic Potential Program (APP), students receiving a Pathways Scholarship, and students on probation or returning from suspension. Each of these students is assigned to a specific academic advisor, who monitors the student’s progress and intervenes when necessary. Students must meet with their assigned academic advisor regularly throughout the first year. These meetings set the occasion for advisors to provide students with guidance on time management,
organization, test taking and note taking tips, and as appropriate, tutoring, personal counseling, etc.

Some programs coordinated by ACE are geared to all undergraduate students, such as:

- **College Success Skills.** These courses focus on areas of student need, including time management, textbook reading, effective note taking, study habits, test anxiety, learning styles, essay writing, and stress management.
- **The Early Warning Program.** Faculty use an online system to refer underperforming students to academic advisors in ACE. By alerting advising staff to students in academic distress early in the semester, advisors are able to intervene with the students to determine areas of concern and provide appropriate assistance and/or connect students to additional support resources.
- **Tutoring.** A full complement of peer tutoring is provided in a variety of subject areas, with an emphasis on writing, math, and science. ACE offers review sessions for selected courses and individual classroom assistance with writing, as coordinated with interested faculty.
- **Undecided Majors.** ACE collaborates with Career Services to provide a variety of opportunities, such as coursework, special events, and websites, designed to enable undecided students to investigate majors and careers. For example, Career Services hosts the What Can You Do With A Major In….? website.

As part of the strategic planning process each year, ACE sets goals and takes actions to evaluate its services. For example, in collaboration with Academic Affairs and Institutional Advancement, ACE deployed an online survey to ascertain the level of awareness of tutoring services. The survey was disseminated in 2007-08 to 851 faculty; however, the completion rate was only 9.75%. Although the response rate was low, the resulting feedback is nonetheless valuable and is being used in summer 2008 to make improvements for the 2008-09 academic year.

Another example is the ongoing training initiatives to assure compliance with National Tutoring Association (NTA) standards. During the 2007-08 academic year, 44 tutors received 27 hours of training over 11 training sessions, which covered a variety of topics, including best practices in tutoring and common tutoring methods; diversity among the student body; learning styles; sexual harassment; handling difficult tutees and difficult situations while tutoring; time management (in general and of tutoring sessions); conflict resolution; managing the tutoring of large groups; building teamwork and team tutoring; professional development and self-evaluation; communication; customer service; and discipline-specific tutoring topics. Several faculty members visited during these training sessions to speak to the tutors about their subject areas. The tutors also participated in an evaluation process each semester, which included completing self-evaluations and meeting with their supervisor to discuss their progress and review a formal evaluation.

ACE participates in the strategic planning process each year, setting goals and taking actions to evaluate its services. Among the methods of data collection used for assessment are online surveys, student tutoring visits, workshop visits, hours of workshop attendance, student walk-ins, total advising contacts, phone inquiries, the performance
and retention of students using ACE services, and student evaluations of ACE services and programs. ACE also recently deployed an online survey of faculty to determine the level of awareness and satisfaction about tutoring and workshop services. ACE participates in the university-wide In-Person Advising Survey that is sent electronically to all students after they complete an advising session during sampling periods throughout the year. The survey items are based on objectives agreed on by the Academic Advising Council. Data from this survey is summarized for each advising unit and can also be used to evaluate the performance of individual advisors. ACE has used this range of assessment data to inform the following actions and improvements:

- Tutor training that complies with National Tutoring Association (NTA) standards
- Faculty advising program for freshman orientation students
- Tutor staffing to accommodate high student demand times
- Expand range and topics of ACE workshops, and schedule earlier in the semester, to meet expressed needs and interests of students
- Developing tighter integration of ACE and One-Stop services
- Developed student learning outcomes and common syllabi for each study skills workshop
- Delivered training to staff facilitating study skills workshops (to include ACE and the Counseling Center)
- Increased awareness and participation among faculty of the Early Academic Progress program
- Targeted advising services to at-risk student populations
- Developed handout for student clubs and organization for students participating in developmental advising
- Added the option of advising appointments for lower level students
- Creation and utilization of an advising syllabus

In response to the needs identified by the Department of Athletics and student-athletes (including exit interview tools), at the end of the 2007-8 academic year, ACE created a position specifically for academic advising and related support services for freshmen student-athletes.

**Academic Roadmaps**

One of the goals in the 2007-08 Academic Affairs strategic plan is “Advance the recruitment of academically ready and culturally diverse students and set occasions for their success.” One of the actions taken to achieve this goal is the design and implementation of a tracking, monitoring, and intervention system to facilitate student academic progress and time-to-graduation. To further this commitment, the 2008-09 Academic Affairs budget reflects the establishment of a dedicated director-level position to oversee the Academic Roadmaps initiative.

Academic Roadmaps is a new computerized system designed to replace discretionary intervention with an automated and deliberately redundant early warning system to identify and respond to students whose academic performance or other behaviors put them at risk of failure, dropping out, or not progressing through a program in a timely manner.
The university will pilot the Academic Roadmaps in fall of 2008. The student tracking and success infrastructure has been designed to:

• provide students with the ability to make informed decisions about academic majors based on curricular content and requirements;
• provide students with a formal roadmap outlining, term-by-term, a clear path to degree completion;
• enable advisors to monitor student progress and initiate timely interventions to ensure students remain on track and receive needed support services to academically succeed;
• improve UNF’s retention and graduation rates; and
• reduce cost-per-degree.

One Stop Student Service Center
With an average of 13,000 student contacts per month, one of the most visited centers on campus is the One Stop Student Services Center (One Stop). One Stop, established spring semester of 2006, directly resulted from a comprehensive review of academic support services generated by Enrollment Services. Students were tired of being shuffled from one office to another, and Enrollment Services was looking to reorganize its services to better serve students.

One Stop serves as the single point of contact to discuss admissions, registration, financial aid, academic records, and veteran affairs. Cross-trained staff members are able to assist students in person, as well as through the telephone and email. One Stop’s leadership frequently seeks feedback from constituent groups, especially students, regarding services and experiences. These data are largely qualitative in nature and provide the leadership a perspective from which improvements and refinements can be made.

Other Academic Support Programs, Offices, and Centers
In addition to the typical academic support services such as academic advising, tutoring, career counseling, and general student services described above, Academic Affairs, Undergraduate Studies, Colleges, Student Affairs, and Administration and Finance provide administrative leadership over a variety of student and faculty support programs, offices, and centers.

With the purpose of continuous improvement in mind, Undergraduate Studies hosts weekly opportunities for students to drop by and share thoughts about challenges they face, what at UNF is working well for them, and what is not working so well. The Assistant Vice President for Undergraduate Studies uses this information to formulate proposals to improve the student academic experience.

Thomas G. Carpenter Library
Students, faculty, and staff have direct and immediate access to on-campus library collections, both physical and digital, and related services that support study and research. Through reciprocal agreements and consortial arrangements, students and faculty also have access to the resources of Jacksonville area libraries and to the libraries of the other ten institutions that comprise Florida’s State University System (SUS). Additionally, students and faculty of Brooks College of Health have library privileges at
Borland Health Sciences Library, the Jacksonville branch of the University of Florida Health Science Center Libraries. Access to library resources across the United States and around the world is available to eligible borrowers as facilitated by interlibrary loan services.

The library’s physical collections and staff-mediated services are housed in a 199,999 square foot facility, renovated and expanded for occupancy in 2005-2006. The $22.5M project added 79,000 square feet to the original 1980 building and increased the seating capacity to 2,000. The new building design features many group study rooms, graduate carrels, three glass-enclosed reading rooms, an 80-seat instructional lab, and wireless technology throughout the building. The library provides almost 300 computers for reference, instruction, and general use by students, faculty, and other patrons.

The library’s holdings include over 800,000 print volumes and government documents, 3,000 serial subscriptions, 1.5 million microform units, 100,000 audio and video units, 8,000 maps, 13,000 e-journals, and 46,000 e-books. Access to a rich array of research databases across the disciplines is provided via local subscriptions and through shared or consortial licensing agreements with other Florida university libraries or through membership in library service organizations such as Online Computer Library Center (OCLC).

The building is open 141 hours per week during the academic sessions, with extended 24-hour service during final exam periods. The operating schedule for the library and its individual service units is posted at entrances and on the library’s website.

Staffed by 21 library faculty and 25.5 support personnel, the library provides services common to a university research library, including reference and information services, tours and bibliographic instruction, interlibrary loan, databases, electronic full-text journals and books, special collections, and university archives.

Faculty and students can access most services through the library’s website, including the online catalog, electronic databases, digital collections, and a variety of other resources and guides. The library’s resources are also accessible through links on Blackboard (the university’s course management system) and through myWings (the university’s information portal). Students and faculty can engage with library staff in-person, by phone or email, and via LibChat, an instant message reference service implemented in 2007-08.

For several years, the library conducted an annual survey of users to gain feedback about services used and customer satisfaction with delivery. The last in a series of similar annual surveys was conducted in April 2004. The results of that survey were analyzed and compared with the results from the surveys in the four previous years. The survey generated many free-text user comments with respondents frequently expressing needs for more study areas and seating, more computers, a more useful and attractive facility, and more online journals. These recurring themes and needs were addressed in planning for the new building and in continued efforts to expand access to research databases with full-text journal articles.
No surveys were conducted during the building construction and renovation, which disrupted the normal flow of activity and the library environment, and which created additional demands on staff. In April 2007, a revised survey was designed and administered. Results of this survey clearly showed a high level of satisfaction with the building. Special efforts were made in this more recent survey to ascertain potential interest in new services. Of particular interest to library staff were responses that indicated that students, especially undergraduates, prefer to learn about library resources and services from on-line tutorials, the website, and self-directed means. Reference and instruction staff are working to develop more ways in which self-directed learning can occur. Also of interest to students were an instant messaging interface for reference assistance and a laptop checkout program. LibChat, an instant message reference service, was piloted in the fall of 2007 and was expanded during spring 2008.

PreMed and Pre-Law Programs  
The College of Arts and Sciences hosts the PreMed and PreLaw Programs. Both programs provide an advising and support system for students preparing for medical and law careers. The PreMed program provides a PreMed volunteer and resource service. The Pre-Law program offers special topics courses including Social Responsibility and the Law, and Child Advocacy, as well as a Mock Trial course.

Undergraduate Academic Enrichment Program  
The Undergraduate Academic Enrichment Program (UAEP) supports extracurricular activities that enrich the educational experiences of undergraduate students and contribute to an enhanced intellectual and cultural atmosphere for the entire campus community. These activities include advising support for competitive scholarships and fellowships, competitive internships, the University Scholars Honor Society, Intellectual Life Grants for faculty to support guest speakers, and the Undergraduate Research Program. The UAEP submits annual reports and participates in strategic planning through the articulation of goals, assessment of progress, and actions to improve and expand its services. UAEP programs are assessed in terms of number of students and faculty participating, diversity of student participation, and scholarship and fellowship application success rate.

The UAEP submits annual reports and participates in strategic planning through the articulation of goals, assessment of progress, and actions to improve and expand its services. UAEP programs are assessed in terms of number of students and faculty participating, diversity of student participation, and scholarship and fellowship application success rate. This annual reporting and strategic planning process has produced the following actions and improvements:

- Improved UAEP website
- Sponsorship of expanded range of activities for the University Scholars Honor Society
- Closer articulation between the Honors Program and the UAEP
- Expanded number of Intellectual Life Grants
- Sponsorship of activities enhancing student-faculty and student-community interaction and mentoring relationships
• Sponsorship of UNF’s College Bowl Team
• Increased number of students applying and preparing for competitive scholarships and fellowships
• Focused internship opportunities in public policy and foreign affairs
• Created Coordinator of Undergraduate Research Program position
• Increased number of student-faculty undergraduate research teams to 26 in 2007-2008
• Increased undergraduate research grants award cycle from once to twice a year
• Formed Undergraduate Research Advisory Council to gain faculty input and support for undergraduate research initiatives and to serve as review board for undergraduate research grant proposals
• Submitted successful applications for Transformational Learning Opportunity funding to increase student support for undergraduate research grants and internships
• Expanded Undergraduate Research Symposium from an exclusively Honors Program to a university-wide event
• Established and expanded the Osprey Journal as a scholarly outlet for student-faculty research products

UNF’s Faculty Athletics Representative has been the Director of the Undergraduate Academic Enrichment Program at UNF since 1995. In this capacity, she directs the Undergraduate Research Program and helps talented UNF students prepare for prestigious national scholarship competitions such as the Rhodes, Marshall, and Truman scholarships. UNF has been very successful in these competitions in recent years, achieving two Truman Scholars, a USA Today Academic First Team Member, twelve Rotary International Ambassadorial Scholars, two Phi Kappa Phi Graduate Fellows, and four Rhodes Scholarship State Finalists in the last five years. She has worked successfully to recruit and engage student-athletes into the UAEP programming and services. Specifically, she has invited speakers to campus who are of particular interest to student-athletes, has involved student-athletes in UAEP programs and has recruited and assisted student-athletes in scholarship opportunities.

Office of Academic Testing
The mission of the Office of Academic Testing is to assist UNF students and the local community by providing entrance, institutional, statewide, and national testing opportunities while adhering to State of Florida regulations and professional testing standards and guidelines. The Testing Center presents opportunities for UNF students to fulfill many testing expectations, including primarily the College Level Academic Skills Test (CLAST), which is required by Florida statute for access to upper division college work. Students who have not satisfied, or attempted to satisfy, CLAST requirements are unable to enroll in upper division courses. One major goal of the Testing Center’s work is to help students early in their careers become aware of the CLAST requirement and to facilitate their taking of the CLAST exam skill areas in which they are deficient. This facilitates time-to-degree and graduation rates. The Office of Academic Testing participates in the strategic planning process and monitors student requests for petitions, CLAST exam appointments, number of students taking the CLAST exams, and failure and
success rates. Based on this information, the Office of Academic Testing has implemented the following policies and practices:

- Created CLAST agreement form to be reviewed and completed in consultation and advising with students
- Update CLAST information on Office of Academic Testing website to include information regarding the CLAST exemption policy and CLAST holds
- Send an email out during the second month of the semester to students with 35 hours or more who haven't satisfied the CLAST requirement with information about CLAST and CLAST holds.
- Update CLAST petition form to include student's hours and area for notes/recommendations from CLAST office personnel and advisors

The Division of Administration and Finance

Information Technology Services

The Division of Administration and Finance provides academic support services to faculty and students through its Information Technology Services (ITS). To assist faculty and students with their technology needs, ITS operates a Support Center seven days a week. Services provided include email, Blackboard, Classroom Response System, Classroom Audiovisuals, hardware, software, Florida Lambda Rail, and more.

The Division of Student Affairs

Student Support Services

The Division of Student Affairs provides a full complement of offices designed to assist students with various personal and social needs, to enhance their college experience and help them avoid situations that might negatively affect their academic performance. These offices include: Career Services, Child Development Research Center, Counseling Center, Disability Resource Center, English Language Program, Health Promotion, Housing Operations, International Center, Intercultural Center for PEACE, LGBT Resource Center, Medical Compliance, Residence Life, Student Conduct, Student Life, Student Medical Services, Student Ombudsman, University Police, and the Woman's Center.

Student support services has expanded and improved considerably at UNF over the past 10 years. The increase in the size and diversity of our student population from 1998 to 2008 has been substantial. In 1998, UNF’s student population was 11,400 students; today, it numbers over 16,000. In order to provide programs and services that support student learning, the university has had to respond to its growth by expanding some services, by improving others, and by adding yet other programs and services to enhance the development of all our students. For the purposes of this review, only those programs and services most directly supporting student academic progress are described.

Career Services

Career Services is a comprehensive career development center whose mission is to assist students in developing the skills necessary to effectively identify and implement career goals. Career Services encourages students to plan a lifelong process of career development through self-assessment, exploration, experiential learning, and career implementation. In addition, the department builds beneficial relationships with diverse employers, who provide students and alumni with opportunities to connect with
employers to achieve professional goals. Career Services attempts to engage students in a
total career and life-planning process in order for them to develop skills that can be used
for any future change in career path. Students are assisted in exploring and clarifying
career goals, selecting suitable majors, and expanding their knowledge of career options.
Career Services also provides students with opportunities to enhance their career
exploration process, develop professional skills, and increase awareness of social
responsibility. Career Services collaborates with faculty, administrators, staff, alumni,
community members, and other constituents to develop effective career programs,
services, and resources. These services and programs include career and job search
counseling, career assessments, a career library, a career computer lab, cooperative
education, internships, job vacancy listings, workshops, career and job fairs, informational
booklets and guides, an on-campus recruiting program, a resume referral program,
practice interviews, a Career Planning Course (EDG 2000), and an informative website.

Career Services' plan five years ago was to place a Career Services Liaison in all five
colleges to better assist students in their preparation for employment following
graduation. This plan was accomplished in fall 2007. The Career Services Liaison program
has assigned Career Coordinators to serve as the point of contact for career services in
each college and for undecided majors.

The STAR Program (Skills to Achieve Results) involves workshops on resume writing,
cover letters, job search strategies, and interviewing, and offers a resume critique, a mock
interview, and registration in Career Wings. Collaborative efforts with academic
departments and administrative offices include strong working relationships with
Residential Life, offering a series of career programs for residential students; Disability
Resource Center, providing employability skills training workshops to prepare students
for the Spring Workforce Recruitment Program, which targets students with disabilities;
and the LGBT Office. Through its liaison program, satellite offices have been established
in each college advising office. The liaison program is designed to encourage students to
use their advising appointments as an opportunity to also discuss career aspirations.

Major career programs offered in conjunction with academic departments and/or colleges
include Premedical Professions Seminars, Pre-law Day, Graduate and Professional School
Day, Education Job Fair, Social Welfare Career Day, Exploring a Major Fair, Sport
Management Showcase, Teaching Careers for Non Education Majors, and
Communications Classes utilizing Mock Interview Programs.

For several years, Career Services has implemented initiatives to increase awareness of the
services it provides, including expanding the types of marketing mechanisms (e.g.,
Facebook.com), hiring student peer advisors to assist in outreach activities, and
establishing two sub-committees to oversee the outreach campaign to students and
faculty. After evaluating the outcomes of these actions in its 2006-07 strategic plan, Career
Services deemed some actions worthy of continuing the following year, and in other areas
implemented initiatives for improvement. For example, adding peer advisors to the
outreach efforts resulted in a 64% increase in new student registration with Career
Services, and the peer advisors were retained for 2007-08. Another result was to
determine that a campaign to specifically target freshmen and sophomores should be developed and launched in 2007-08.

In addition to the initiative with the five colleges, Career Services has now assigned a Career Services Liaison to work with student-athletes. The services are still in the design stage, but are modeling the STAR Program specifically tailored to address the needs of student-athletes.

**Student and Parent Handbook**
Student Affairs publishes the combined Student and Parent Handbook each year in order to provide “students and their parents or guardians with information regarding the multitude of services available on campus,” the many co-curricular learning opportunities offered by Student Affairs to enhance students’ UNF education, and “students’ and parents’ rights and responsibilities as members of the University community.” The Handbook is given to new students at orientation, is available at numerous locations around campus, and is available online.

**The Intercultural Center for P.E.A.C.E. (ICP)** promotes harmony, understanding, respect, and appreciation of all cultures through education. “P.E.A.C.E.” stands for Promotion, Education, and Advancement of Cultures and Ethnicities. The department strives to bridge the cultural divide among people at the University of North Florida through sponsoring diversity programs and dialogue for the entire campus community. Formerly the Multicultural Center, the department underwent a name change in 2003 to underscore the need to maintain an environment that places the highest priority on collegial relationships, mutual respect, and sensitivity among its students, faculty, and staff. The Center’s priorities are embracing and providing more interaction and support to UNF’s minority student organizations, creating forums for campus dialogue regarding race relations and current domestic and global issues, implementing diversity training for the university, and supporting the Florida / West Africa Linkage Institute (FLAWI). ICP encourages a multiplicity of opinions and backgrounds. The Center’s programming includes the annual Martin Luther King, Jr. Scholarship Luncheon, UNF WorldFest, QUEST (Quality in Ultimate Educational Success Today—a special summer program for at-risk minority students who are freshmen), the Special Summer Graduate Program, other ethnic or minority celebrations, and the Florida / West Africa Linkage Institute (FLAWI). FLAWI promotes cooperative research, technical assistance, and bilateral exchange between Florida’s post-secondary institutions and similar institutions of higher learning around the world and partners UNF with Florida A&M University and Florida Community College at Jacksonville.

**The International Center** is responsible for (1) recruiting and providing programs, activities, and services that address the specific needs of international students on campus (from approximately 60 different countries), and (2) developing and promoting study abroad activities for domestic students who seek international learning experiences. Each of UNF’s five colleges, as well as the Honors Program, is involved with international courses and projects. Although UNF’s first study abroad trip was in 1974, by the early 2000s an increasing number of international initiatives had created momentum for these initiatives to become integrated into both UNF’s curriculum and campus culture.
International faculty exchanges and student study abroad were being pursued independently by a number of offices across campus. Therefore, UNF created the International Task Force in 2002 to synchronize these pockets of international leadership. The Task Force has become a more permanent body, called the UNF International Council. The work of the Task Force and International Council has proven effective in generating more study abroad trips for students, more students choosing to study abroad, and a growing number of agreements with other institutions around the world. UNF’s emphasis on preparing students to compete in an increasingly global economy and to function in a world that seems to shrink more each day is underscored by the different types of Study Abroad programs for UNF students—faculty-led courses, exchanges/affiliate programs, and individual self-selected programs.

In addition to recruiting international students and to promoting study abroad activities for US students, the International Center serves as the University’s compliance unit for federal regulations relating to international students and scholars, and it assists students in maintaining legal status while studying at UNF. The department also provides programs, activities, and services that address the specific needs of international students. International Update 2008, a booklet produced by the International Center, educates its readers about the variety of activities undertaken as part of the internationalization of the campus. The booklet also explains SEVIS, the international student monitoring requirement of the US government, and the intensive English Language Program, which works with students from other countries to help them acquire English language skills.

Currently, approximately 29 student-athletes from approximately 13 countries are active participants in the International Center. Specifically, the Center assists with academic reviews for in-coming international student-athletes, assisting with admissions and immigration issues. Additionally the Center, in collaboration with the Controller’s Office, assists student-athletes with taxation issues.

The English Language Program (ELP) teaches English as a second language to international students preparing for admission to the University. The program emphasizes academic language skills integral for success in a college classroom. The program began in 1997 in the Division of Continuing Education and moved to the Division of Student Affairs in summer 2006. The steady growth of the number of international students enrolled at UNF and the steady growth of the English Language Program, coupled with the integration of international initiatives, led to the move to Student Affairs and to the supervision of ELP by the Vice President for Student and International Affairs. The English Language Program has an annual enrollment of 250 students from 30 different countries. The program employs 12 instructors and provides five levels of instruction. In addition, students are given many opportunities to practice English language skills, including after-class activities, volunteer activities, and short field experiences. These experiences, and other UNF activities such as the International Student Association Dinner Dance, help international students explore the US culture and community in addition to providing opportunities to use newly-acquired language skills.
The Parent and Family Program
The Parent and Family Program provides students’ parents and family members with valuable information about UNF (campus life, financial processes and obligations, FERPA and Parents’ Rights, the academic and general UNF calendars, services available to students, and important Jacksonville Community Links) and assists parents in reaching the best campus resource to answer specific questions. Much of the information for parents and family members is presented in the Parents’ portion of the Student and Parent Handbook, which is distributed to students at orientation and is also published on the Parents Association website.

Disability Resource Center
The Disability Resource Center (DRC) acts as a liaison between students with disabilities and the collegiate community by providing academic and student support services. Formerly called the Disabilities Services Program, the DRC’s fundamental goal is to increase awareness of the rights, responsibilities, and resources available at the University of North Florida for students with disabilities. The DRC therefore works to ensure that all students with disabilities have equal access to educational opportunities. Furthermore, the DRC promotes the development of self-determination, self-advocacy, and strategic academic skills among its registered students. In addition, the DRC partners with faculty and other units on campus to ensure that students with disabilities are provided opportunities to achieve their maximum potential. The DRC office also provides necessary accommodations during special campus events and meetings. Specific services include student seminars on learning strategies; training and resources for students, faculty and staff; adequate testing space for students who need testing accommodations; state-of-the-art assistive technology and training; and increased advising and instructional time with students. The Disability Resource Center has a Blackboard account that posts links to disability-related information, along with scholarship and internship opportunities for students.

As UNF has grown, so has the number of students registering with the DRC, which is currently three percent of the total student population. Although the size of the DRC facility increased significantly in 2001, additional space is needed because as UNF enrollment increases, the population of students with disabilities will multiply proportionately. A new office space for the DRC is currently under construction, which will be a wing of the new College of Education and Human Services (COEHS) complex. The new DRC will be a state-of-the-art teaching and learning center.

While the DRC serves all students at UNF, there are services offered uniquely tailored to the needs of student-athletes. The DRC provides assistance to injured athletes during their recovery/rehabilitation, and has provided a model process for test-taking by traveling student-athletes. Further, the Counseling Center provides its interns to deliver programs specifically designed to meet the needs of student-athletes.

Counseling Center
The Counseling Center provides a comprehensive program of mental health education and intervention designed to reach all segments of the University community, students in particular. The Counseling Center is accredited by the International Association of
Counseling Services (IACS). A confidential environment is provided for students to share concerns, gain insights, and learn problem-solving and decision-making skills. Licensed mental health professionals and graduate interns are available to provide services, including mental health crisis intervention; individual, group and couples’ counseling; consultation; workshops; and community referrals. Counseling services are voluntary, confidential, and free of charge to all currently enrolled students. These services assist students with their personal growth and development, and thereby enhance their potential for academic success.

Students may seek counseling for specific reasons such as stress, depression or anxiety; relationship difficulties; low self-esteem; and grief. In addition to providing services directly to students seeking them, the Center provides consultation services to administrators, academic advisors, the Disability Resource Center, Residence Life, and others who are concerned about students who are experiencing emotional distress. Crisis intervention serves to increase the retention of students who may be unable to function academically without intervention. Counselors also, when needed, facilitate referrals to appropriate medical or mental health facilities in the community.

Department of Athletics
The UNF Athletic Academic Support Program has come under new leadership can be best described as “in development.”

The program’s mission is to offer academic support in addition to the various comprehensive programs and services described above with the aim of enhancing the student-athlete experience and improving their academic performance. The academic support programs currently in place are made available to all sports programs equally.

**Mentoring.** All freshman student-athletes are assigned to a specific developmental advisor in the Academic Center for Excellence (ACE). Freshmen student-athletes then have the opportunity to meet weekly with their advisor to review academic progress. Sophomore student-athletes remain assigned to their advisor and are encouraged to meet as needed. Within ACE, students can attend tutoring, participate in study skills programs, and work one-on-one with their advisor depending upon the area of need. Advisors are able to recommend other university services such as the Counseling Center, Career Center, or Disability Resource Center as needed. All at-risk student-athletes must participate in the following:

- Weekly mentor meetings with Assistant Athletic Director for Academic Support Services. These meetings can become bi-weekly depending on necessity. Meeting notes and documentation are forwarded to the head coach each week.
- Eight hours of mandatory study hall in the Athletic Department Study Hall program.
- Bi-weekly grade checks administered by the Assistant Athletic Director for Academic Support Services are submitted to the faculty at UNF.
- A minimum of three study skills workshops administered through ACE
- Tutoring through ACE in any course where deficiencies are noted.
**Study Halls.** The Department of Athletics sponsors an organized study program that was initiated for the first time with the 2007-2008 academic year. A nightly study hall was offered in a designated area of the UNF Library. The main focus of the Study Hall program is to help student-athletes develop consistent and suitable study patterns by providing a structured setting to work on class assignments and to provide academic assistance before academic problems arise. Study Hall not only functions as a supervised study time in a student-athlete friendly environment but also serves as a way to help students organize their time more efficiently. Study hall is open to all student athletes. Coaches have the option of sending any student-athlete to study hall weekly, Monday through Thursday nights, 6:00-8:00pm. Study hall is objective-based; all student-athletes must present the monitor with the work to be done that evening. At the conclusion of study hall, each student-athlete must again present the projects or information they worked on in order to receive credit for their time.

Although not as comprehensive as we would like, there was some valuable feedback from student-athletes relating to study halls derived from the exit interview process. At the end of the 2006-07 academic year, there were several comments from student-athletes on the need for study halls. Later comments relating to study halls included the suggestion that study halls be relocated out of the library; that it was not a good location; that consistent policies about study hall were needed, and student-athletes need to be accountable for bad behavior. In response to this feedback, study hall was moved to the new Press Box in Hodges Stadium, with much tighter controls, and this facility provides an accommodating study environment which has been very positively evaluated.

**Freshman Orientation.** The Department of Athletics conducts a mandatory new student-athlete orientation during the University-wide program known as the “Week of Welcome.” Among many other activities and services offered, this orientation provides students with sessions addressing adjustment issues, academic requirements and integrity, internet social communities, university conduct, financial aid, accessing the university's computer system, and the initial meeting with the ACE Advisors.

**At Risk Student-Athlete System.** This system is designed to identify and track the academic level and progress of student-athletes and to provide the support necessary to ensure initial and continuing academic success and graduation. The At Risk Student-Athlete System assigns students into categories (Green, Yellow or Red) based on risk factors gleaned from their high school core or transfer GPA, Standardized Test Score, (SAT/ACT), admissions deficiencies, initial eligibility status, documented learning disabilities, pertinent information from coaches and/or admissions and advising staff such as input from an ACE Developmental Advisor. Depending on need, at-risk student-athletes may be required to meet with the DRC for evaluation and determination of learning disabilities.
UNF’s commitment to student learning is made manifest not only through the dedication and hard work of a highly qualified faculty but also by systematically developing evidence to assess our effectiveness in reaching our goals related to student learning. The approach we use today has evolved over the years, and it continues to be refined in response to our findings.

Responsibility for Assessment
Responsibility for assessment of student learning at UNF is shared by every faculty member and every academic administrator. From the instructor teaching a freshman-level General Education course to the Provost, each has a role to play and a function to carry out. Oversight of UNF’s assessment efforts is provided primarily by the Associate Provost for Institutional Effectiveness, who, aided by the Academic Affairs Director and, for graduate programs, by the Dean of the Graduate School, reports assessment progress to the Provost and, when appropriate, to the Institutional Effectiveness Team and to the college deans, individually and collectively.

Approach to Assessing and Improving Student Learning
UNF’s approach to assessing and improving student learning is pursued in three areas: UNF’s General Education program, undergraduate majors, and graduate programs. Each of these is distinct in both content and purpose, but each is regularly assessed using a common overall strategy. Based on UNF’s mission, individual educational units – colleges, departments, academic programs – create mission statements appropriate to their disciplinary foci. These mission statements are the basis upon which a set of expected student learning outcome statements are developed. Each academic program then crafts an assessment approach appropriate to its expected learning outcomes. This approach includes a concrete plan for assessing the degree to which students master each expected learning outcome, assessed individually. While concrete plans may differ from unit to unit, virtually all employ multiple means of assessing the learning taking place. Most take advantage of both direct and indirect measures.

It is of course not enough to determine the degree to which instructional efforts are proving successful, the degree to which students are actually learning. We need always to move to higher standards and expectations of both our students and ourselves as educators. To use each year’s assessment as a foundation for continuous improvement, the leadership and faculty in a particular program reflect on what they learn from the employed assessment measures and develop an improvement plan which includes a set of actions that the unit will then implement in the following academic year. These actions may include changes in programs, curricula, course sequencing, course content, or pedagogical approach. In some cases, based on the findings, the set of expected learning outcomes, the assessment approaches and plans, or even the unit’s mission statement may be revised.

As improvements are implemented, the cycle begins anew. Following the lines described above, measurements of student learning are taken, new information about the state of
student learning is gleans, and new improvements for the next year are crafted and then implemented.

To recap, the form of the process for continually improving student learning at UNF is:

- **Mission.** An educational unit creates a mission statement delineating in discipline-appropriate ways how it contributes to meeting the mission of the university.
- **Expected Learning Outcomes.** The academic program delivering instruction then uses this mission statement to create a set of learning outcomes that it expects each student to master before leaving the program.
- **Assessment Approach.** The program crafts an approach for developing concrete assessment plans.
- **Assessment Plans.** Once an approach is in place, concrete plans for assessing student learning, outcome by outcome, are created. These concrete plans employ a variety of different instruments for measuring learning.
- **Assessing Student Learning.** The assessment plans are carried out by faculty members and appropriate university support personnel.
- **Reflection.** The program’s leadership and faculty critically consider what can be learned from the results of their assessment efforts.
- **Improvement Planning.** Based on their informed reflection, and in consultation with the college and university leadership, the program’s faculty craft a set of actions designed to improve student learning.
- **Improvement Implementation.** Improvement actions are introduced, and the assessment cycle begins again with the initiation of a new round of measurements.

This form of assessment is shared by all academic units at all levels.

Recently, UNF has stepped up its assessment efforts in several ways. First, UNF established an Institutional Effectiveness Team with university-wide membership. To assure an effective and universal approach to planning, the IE Team recommended a standardized strategic planning process, a systematic means of guaranteeing both accountability for carrying out missions and ensuring that academic programs receive the attention and resources they need for the task. In addition, UNF has developed a campus-wide, uniform approach to assessing student learning and improvement planning. In 2005, UNF designed four software applications to allow for tracking and reporting progress: (1) Strategic Planning software, (2) General Education assessment software, (3) Academic Learning Compact software, and (4) Graduate Learning Outcomes software. These applications assure campus uniformity, timely reporting, and the level of detail of reflection and planning that is required.

While some priorities may change over the years, student learning has remained a central focus as programs reflect on their missions and their effectiveness for carrying out those missions. It is clear from virtually every measure that may be applied that we are not the university we were thirty years ago. In virtually all ways, we are better. While part of the reason for this has been our modest size, even as we grow we find new ways to improve. The benefits we enjoyed as a coincidence of modest size – individualized student attention, small class sizes, a strong academic profile for our entering freshman, a robust
connection with the surrounding community, strategically targeted resources focused on
areas in which we are a national leader, a strong sense of mission, place and identity – we
continue to enjoy as a matter of deliberate choice and the careful planning that
characterizes both our strategic planning process and our student learning assessment
and improvement process.

The University of North Florida has a wide variety of programs and units dedicated to the
educational and academic support of its students and the advancement of the institutional
goals. Each educational support services unit has responsibility for setting unit-specific
objectives based on its mission, defining the actions the unit will take to achieve these
goals, and assessing the resulting outcomes. Based on an evaluation of the outcomes, the
unit identifies next steps for continuous improvement. These next steps cycle into the
planning process for the upcoming year. The most significant educational support
services are provided by programs and units in Academic Affairs and Student Affairs.

**Undergraduate Studies**
The creation of an Assistant Vice President for and Office of Undergraduate Studies in
Academic Affairs in 2006 is itself the product of an ongoing assessment process. This
began in 2000 with the convening of an Undergraduate Studies Council that reviewed the
full range of undergraduate initiatives at other institutions designed to facilitate student
learning and success. The composition of the council went through several iterations and
made several recommendations. Most significant was the recommendation that the
university establish a position and administrative unit dedicated to undergraduate
studies and initiatives. This recommendation was further evaluated and reinforced in
light of the dramatic growth of the university and the need to ensure that the
undergraduate mission of UNF be sustained through intentional and purposive
programming.

The mission of Undergraduate Studies in Academic Affairs is to advance the goals of the
university as they pertain to excellence and quality in undergraduate education,
undergraduate student learning, undergraduate student development, and academic
student services across all colleges and departments. Areas of emphasis include: first-year
programs, General Education, academic advising, transfer students, and Transformational
Learning Opportunities (TLOs). Undergraduate Studies oversees the Office of Faculty
Enhancement, the Honors Program, the Undergraduate Academic Enrichment Program,
and the Center for Instruction and Research Technology.

In 2006 the Undergraduate Studies Council was established as a permanent university-
wide standing committee with faculty council members elected through the Faculty
Association and representing all five colleges. Additional non-voting members represent
units responsible for the implementation of the full range of educational services. This
governing council serves to review and assess existing programs and recommends actions
and improvements. The three standing subcommittees of the council are: student
retention, faculty advising, and the first-year experience.

The goals of Undergraduate Studies as articulated in the Undergraduate Studies strategic
plan are informed by the best available empirical evidence indicating that the two factors
most strongly associated with student success and student learning are the social integration and the academic engagement of students. Therefore, at the broadest level, Undergraduate Studies is committed to developing, supporting, and assessing programs and initiatives that facilitate student integration and engagement. The programs and initiatives of Undergraduates Studies are assessed and reviewed as part of the annual reporting and strategic planning process.

As a result of this planning and assessment process, Undergraduate Studies has taken administrative responsibility for advancing and improving the following initiatives and programs:

- Improve application, funding, implementation, and post-project reporting protocol through Transformational Learning Opportunity Operations Handbook for the Transformational Learning Opportunities (TLO) program;
- Establish and institutionalize American Democracy Project through creation of steering committee and regular programming schedule;
- Establish and implement first freshman common summer reading program – UNF Reads!
- Implement Undergraduate Coordinator pilot project designed to strengthen student connections to faculty and academic departments;
- Implement Academic Roadmaps pilot project to develop curriculum roadmaps and student tracking system to address retention and graduation rates through advising interventions for students;
- Recommend and establish position of Director of Academic Roadmaps dedicated to assess, sustain, and institutionalize the Academic Roadmaps initiative.

The Office of Undergraduate Studies also oversees the following educational support units: Honors Program, Office of Faculty Enhancement, Undergraduate Academic Enrichment Program, Center for Instruction and Research Technology, and the Office of Academic Testing.

**Student Affairs.** The Division of Student Affairs serves a diverse student body by promoting an educational environment that supports the University’s academic mission and recognizes the importance of learning outside the classroom. This is its mission. The division encourages the holistic development of students—moral, spiritual, physical, and intellectual growth—within a global context.

Student Affairs has a comprehensive strategic plan, and within that plan, each unit of Student Affairs has clearly delineated goals and objectives for enhancing student learning and for which it is held accountable. A “strength-based philosophy” underlies the activities of the Division of Student Affairs. Fundamentally, this philosophy seeks to assist students to uncover their strengths, to use them as a foundation for confidence, and to expand that foundation to encompass new areas. Goals and objectives are designed around this philosophy with the aim of continuously improving student achievement. Annual reports over the past 15 years reflect this approach, with continuous improvement predicated on each year’s incremental actions.
Student Affairs has long valued a strong strategic planning and assessment process. As a result, Student Affairs and has taken significant steps to educate staff members at various levels of the division with regard to various methods of data collection for assessment, and ways in which to better use the data for continuous improvement, and has dedicated a member of the Vice President’s staff to guide assessment efforts and student learning outcomes within the division each year. The following actions and improvements are the examples of the results of the use of assessment data in strategic planning over the past few years:

- The opening of a Lesbian, Gay, Bisexual, and Transgender (LGBT) Resource Center to better provide for the needs of our LGBTQ students.
- Increased student and faculty participation in international learning experiences, and the establishment of an International Council. The International Center has been intricately involved in the internationalization of the university. In addition they opened a “Study Abroad Satellite Office” in the campus core to make it easier for students to receive information about Study Abroad opportunities.
- A significant increase in the number of state-of-the-art pieces of Assistive Technology offered by the Disability Resource Center, as the number of students using the DRC has dramatically increased. In addition, the DRC has used the data they gather to address issues on adequate space to accommodate students’ needs for testing and other kinds of assistance.
- The launch and subsequent full implementation by Career Services of the STAR (Skills to Achieve Results) program designed to teach students the skills they need for a successful job search. Also, Career Services has used assessment data to strengthen the relationships with the five colleges of UNF, Freshman and Sophomore Advising (now called ACE), and other administrative offices through the Career Liaison program. Each liaison is responsible for developing outreach and marketing strategies to heighten awareness about Career Services in their areas. In addition, Career Services has established satellite career offices in Coggin College of Business, Brooks College of Health, and College of Computing Engineering and Construction.
- Health Promotions spearheading the “Healthy Osprey” initiative. Health Promotions, working in conjunction initially with Medical Compliance, presented the results of the American College Health Associations – Student Health Needs Assessment and introduced the Healthy Campus initiative. This initiative’s mission is to promote a university environment supportive of the development and maintenance of a healthy body, mind and spirit for the whole campus community.
- The development of the Leadership Institute. The Leadership Institute was initially developed (Phase I) in 2002-2003 and has grown since, having most recently developed a co-curricular transcript for students seeking to document their co-curricular experiences of leadership. All courses and workshops are assessed, utilizing direct assessment and the data is used to further enhance the curriculum and learning opportunities.