



Consolidation Planning Study and Implementation Task Force

Student Access Committee Hearing

Tuesday, August 7, 2018

2:00 PM – 4:00 PM

USF Tampa - Patel Center for Global Sustainability, Room 136

Committee Members: Anddrikk Frazier, Chair; Alison Barlow, Byron Shinn

Staff Liaison: Caryn Nesmith

A G E N D A

- I. Call to Order Anddrikk Frazier

- II. New Business – Action Items
 - a. Approval of July 17 Hearing Notes Anddrikk Frazier

- III. New Business - Information Items
 - a. Introduction and Context Anddrikk Frazier

 - b. Welcome Remarks
 - a. Dr. Judy Genshaft, USF System President

 - c. Testimony
 - i. The Financial Aid process: From scholarships to FAFSA completion and awarding, including access initiatives
 - a. Billie Jo Hamilton, Associate Vice President Enrollment Planning & Management, USF

 - ii. Minority scholarship programs and recommendations
 - a. Sharon Hamisak, Assistant Director – USF Foundation Scholarships

 - iii. Admissions data on transfer students and recommendations for partnerships with state colleges.
 - a. Glen Besterfield, Dean of Admissions, USF
 - b. Serge Desir, Director of Undergraduate Admissions, USF St. Petersburg; and



Consolidation Planning Study and Implementation Task Force

c. Andy Telatovich, Director of Admissions and Financial Aid, USF Sarasota-Manatee

iv. Managing the USF brand while encouraging student access

a. Joe Hice, USF Chief Marketing Officer

d. Public Comment

Anddrikk Frazier

e. Open Discussion

IV. Adjournment

Anddrikk Frazier

The next meeting for the Student Access Committee will be a working meeting on August 16 from 3-5 pm at USF Tampa Patel Center for Global Sustainability, Room 140

Student Access Hearing
July 17, 2018
Notes

Present: Andrikk Frazier, Chair; Allison Barlow, and Byron Shinn

I. Call to Order

Mr. Frazier called the meeting to order at 2:00 p.m.

II. New Business – Action Items

There was a motion to accept the minutes from the June 13th meeting. Motion passed.

III. New Business – Information Items

a. Introduction and Context

Chair Frazier provided an overview of the purpose of the meeting, agenda, public comment process and opportunities for input and feedback online. He also provided an overview of the first hearing held at USFSP. While the subcommittee will be hearing from/at each of the campuses, the goal is for the Task Force to make recommendations for “one” USF.

Dr. Holbrook welcomed the subcommittee, staff, students and community members.

b. Testimony

i. SACS guidelines related to student access.

Dr. Marvin Moore, USF Director of Institutional Effectiveness, provided an overview of the accreditation guidelines that relate to student access. Mission of SACS is to enhance the quality of higher education by ensuring institutions meet standards established by the higher education community (self-regulating body by members). SACS places a high priority on institutional autonomy to serve their community within certain guidelines.

There was discussion as to what they should be mindful of in terms of advertising and recruiting considering consolidation as it relates to SACS and how to incorporate the unique identity of the campus while maintaining consistency in advertising. Dr. Moore noted that the advertising rules came about in response to private entities, but the rules must apply to all. He said the focus should be on consistency in advertising and that SACS will focus on specific program requirements as advertised.

ii. Implication of moving to a single admissions criteria on student access.

Andy Telatovich, USFSM Director of Admissions, provided an overview of the streamlined process for the admission function at USF. Students may now select more than one campus on the application through a preference list. Application dates and deadlines will all be the same and will communicate that in a consistent manner. The admissions grid will be shared and the admissions staff will focus on highlighting early acceptance.

Mr. Telatovich provided some projections for USFSM using current student admits while applying the single admissions standards. Mr. Telatovich noted that the projected ethnic diversity would stay consistent for admitted students. It will be important to stress the importance of early acceptance and provide additional work and assistance to applicants.

Serge Desir, USFSP Director of Admissions, reviewed similar projections at USFSP. He said that USFSP's Fall FTICs would have only minor changes to cohort representation by ethnicity/race: a moderate reduction for Black and Hispanic admits in Summer cohort; and a stable fall cohort ethnic/racial representation for all categories.

USFSP has traditionally had a less stringent profile for summer admits, which directly affects their projections and results in some higher decreases. Admits for fall have slight reductions in overall admits but ethnicity remains very similar to current numbers. Admissions will have to be more proactive in outreach and communications for early application along with enhanced follow-up.

Mr. Telatovich explained the areas that they foresee additional focus will be required including communication, marketing, yielding and Summer Bridge Programs. This includes an improved focus on differentiating between term of entry and the benefits of starting at a different entry. A student is notified on their admission letter of what term they will enter, with a rolling admissions beginning October 1.

Mr. Desir noted that more attention will be paid to the benefits of alternative term of entry as well as a broad array of what is considered competitive throughout the term of entry lifetime (not just fall). He explained their partnerships with local high schools tailored to local schools' needs and increased. There can be different forms of access depending on their particular situations.

Mr. Desir suggested outreach offices at the regional campuses that could be community and development driven. Other recommendations include expanded alternative entries like FUSE, specialized educational partnerships and Summer Bridge Program acceleration and exploring multiple Summer Bridge Program options including career focus and otherwise.

There was additional information requested on a single scholarship grid along with implications.

iii. Measuring diversity.

Cecil Howard, USF Chief Diversity Officer, provided an overview of USF's commitment to diversity – “committed to maintaining a diverse student body.” The challenge is measuring diversity – it is not just quantitative but an overall qualitative community. Mr. Howard reviewed an undergraduate headcount for the last 4 years.

USF will continue to look at processes to continue to attract students to the university through Student Support Services, College Reach Out Program and Upward Bound.

There was discussion regarding limitations on diversity goals. Mr. Howard confirmed that USF cannot engage with goals based on race or gender or make decisions based on those factors. As long as USF continues to engage in outreach activities that are focused on certain demographics, diversity will organically increase.

iv. Best practices for informing and preparing first time in college (FTIC) and first generation applicants.

Laurie Meggesin, Executive Director of the Florida College Access Network, provided an overview of ways to support students at a younger age and reach college.

She said that low income Florida high school graduates enroll in college at much lower rates than their non-low income peers, and face higher obstacles in persisting and completing their degrees. But the research show us that when students get the information they need early—where their community and schools build a college-going culture to support them—they are much more likely to thrive academically and aspire to a degree beyond high school.

Affording college—and the perception that college is financially out of reach—is one of the biggest barriers that USF can help such students overcome. One of the top predictors of whether students enroll in college is whether they complete the Free Application for Federal Student Aid (FAFSA), which qualifies students for Pell grants and other forms of need-based aid. FAFSA rates tend to be much lower at high schools with higher proportions of low income students compared to their non-low-income peers. Reasons include lack of information, misinformation, intimidation, and the perception that college is out of reach for them and their

families. According to a recent survey commissioned by the Helios Education Foundation, only 32% of Floridians believe that college education is affordable to them and their families, and only 19% believe it's affordable for all Floridians. Not only that, but when asked about the biggest barrier facing today's college students, the top answer by a landslide was student debt.

So, although tuition in Florida is among the lowest in the country, Floridians see the cost of college as a significant barrier. Students who don't have adults in their families who have been to college are also at a disadvantage with the college-going process, such as choosing a school and degree program that's a good fit for their interests, understanding the value of a degree in the workforce, and navigating college applications and financial aid.

Although school counselors do their best to support students, at a ratio of over 400 to one, they can't provide the level of support students need without community help.

There are many ways in which community partners like USF can help:

- Continue to participate in local college access networks, including LEAP in Tampa Bay, Reach Manatee, the Talent4Tomorrow Partnership in Sarasota, and Polk Vision.
- Foster education ecosystems.
- Host more campus visits.
- Participate in efforts that help students explore their interests and career options, and learn of the multiple education pathways available, like FUSE.
- Last-dollar promise scholarship programs are also a strong access tool.
- Consider adopting more evidence-based scholarship models that help low income students persist and complete their degrees.
- Support schools participating in FCAN's College Ready Florida series of initiatives, which currently about half the high schools in Florida.

Ms. Meggesin recommended that overall, USF should continue to develop deepened community partnership with schools and organization serving our high needs students. Another potential recommendation is to get the resources to the schools, during the school day to avoid costs and transportation.

Additional information was requested regarding FAFSA completion numbers for Hillsborough, Manatee, Sarasota and Polk counties from the subcommittee members.

Luz Corcuera provided an overview of UnidosNow, which serves both Sarasota and Manatee counties and is a member of both LCANs. UnidosNow works to empower Latinos to achieve their American dream with a focus early in the student's life to have a higher impact. UnidosNow partners with USFSM to provide a leadership program to prepare students for college. It is multi-generational work and it requires family involvement for success.

She provided some recommendations for engaging Latinos:

- Invite Latinos for a college night.
- Create a culture of inclusivity – programs to practice English prior to college.
- Special FUSE programs for Latinos
- Create events that include Latino families
- Scholarships for Spanish speakers/ Latinos
- Hiring practices need to include bilingual and bicultural staff.

There was discussion on SAT prep and how that is handled at USFSM. UnidosNow incorporates it into their Future Leaders program, but USFSM also partners to provide this service once a semester on campus in person.

v. Technology’s role in breaking barriers to access.

Dr. Cynthia DeLuca, Associate Vice President for Innovative Education, provided an overview of USF Online Education. The USF System allows flexibility in taking courses online or in person. Regional campuses presented overviews of innovative education on both campuses showing highlights of various actual examples of different technologies and platforms. Faculty engagement and experiential learning are strong methods to keep students at the institution and persisting. Student engagement can be strengthened through quality online courses and platforms.

Dr. DeLuca outlined some challenges with technology and there was discussion about WebEx between campuses. Dr. DeLuca noted that the platform does not exist now, but with consolidation the entire system could take advantage of this kind of opportunity.

c. Public Comment

Evan Freuhauf, SGA Vice President at USFSM, provided several comments and suggestions regarding student access including:

- USFSM has a varied student population.
- Increased flexibility of class schedule and additional investment in our classroom space including the STEM building to support student success and retention.
- Increased outreach for student opportunities beyond admissions.
- Financial Accessibility. Currently, there is a low cost attendance at USFSM and consolidation could impact this.
- Traditional vs. nontraditional student. FUSE, Summer Beginning Program and dual enrollment are important to continue to build.

Greg McDaniel spoke, representing Gamma Xi Boule, the local chapter of Sigma Pi Phi fraternity, which is the oldest male black fraternity in the world. He noted that after hearing information at the hearing, he is impressed with the efforts that the Task Force is putting forward to make consolidation successful for everyone. Mr. McDaniel explained that Gamma Xi Boule prepares local youth for college, the ultimate goal should be to keep them in our community. The lack of housing at USFSM is an issue for the full

campus experience, but consolidation could provide that opportunity to be a part of the entire campus environment.

Laura Roberts - College and career advisor at Bayshore High School shared top barriers to access. Better preparedness at elementary and middle schools, including parents, about advanced courses (AP, dual enrollment), especially for the traditionally underrepresented student. The increase in academic profile is a concern and FAFSA completion is a challenge for many families along with ACT/SAT prep. Ms. Roberts recommended community sessions inviting families onto campus. Summer Bridge is so important to acclimate students to college courses and community.

Mark Huey, president of Sarasota Economic Development Corporation, highlighted that USFSM, as a regional research university, is an economic driver locally. USF Consolidation provides an opportunity for alignment and participation on the diversification of our economy locally. Four things play into that role and where USF could step up:

1. Attitude and culture. Provide thought leadership in the challenge of diversifying the economy.
2. Agility. USF has responded to community needs and align curriculum with business needs.
3. Innovation disciplines. Excited about the STEM building, need more engineering and computer science to drive innovation in business.
4. Conviction to connect to business with innovation assets (all of them – students, faculty, etc.).

Bart Stucker, coordinator of Orientation for USFSM, questioned regarding access and why do our students choose USFSM. He wanted to know if the members have access to data that shows why students choose one or the other and if they are using that to drive recommendations.

d. Open Discussion

Members noted that there was a lot of information provided and that there are great relationships between the campuses and the communities but there are clearly areas for improvement. Technology will be a large piece of moving forward in consolidation using various platforms and methods. Helios will be joining the next meeting to discuss ways to connect with kids at the middle school level.

Concerns were raised regarding the flexibility and agility to change programs and the scholarship grid as financial aid will be an important key to access. Additional information regarding financial aid focused on diversity was requested and ways in which the Task Force could help. She raised the question about how resources will be spread throughout the System. The members also noted they would like to look at FAFSA completion, as well as additional information and focus on transfer students – not just FTIC.

Finally, the members noted that access will affect all walks of life in the region and there is an opportunity to break down barriers that separate accreditation has created.

III. Adjournment

With no other discussion, the meeting was adjourned at 4:44 p.m.

UNIVERSITY OF SOUTH FLORIDA

Consolidation Planning Study and Implementation Task Force



Scholarships and Financial Aid

Glen Besterfield, Dean of Admissions
USFT

Billie Jo Hamilton, Associate Vice President
Enrollment Planning and Management

FTIC Criteria for Tampa for 2018-19

Scholarship	Award	Academic Requirements
Presidential Award	\$20,000 (\$5,000 per year)	4.30+ GPA and 1470+ SAT or 32+ ACT
Directors Award	\$16,000 (\$4,000 per year)	4.00+ GPA and 1360+ SAT or 29+ ACT
Scholars Award	\$12,000 (\$3,000 per year)	3.80+ GPA and 1260+ SAT or 26+ ACT

FTIC Criteria for SP & SM for 2018-19

Scholarship	Award	Academic Requirements
Presidential Award	\$12,000 (\$3,000 per year)	3.9+ GPA and 1410+ SAT or 29+ ACT
Directors Award	\$8,000 (\$2,000 per year)	3.7+ GPA and 1310+ SAT or 27+ ACT
Scholars Award	\$6,000 (\$1,500 per year)	3.60+ GPA and 1220+ SAT or 25+ ACT

FTIC Criteria for USF for 2019-20

Scholarship	Award	Academic Requirements
Presidential Award	\$20,000 (\$5,000 per year)	4.30+ GPA and 1430+ SAT or 32+ ACT
Directors Award	\$16,000 (\$4,000 per year)	4.00+ GPA and 1340+ SAT or 29+ ACT
Scholars Award	\$12,000 (\$3,000 per year)	3.80+ GPA and 1280+ SAT or 26+ ACT

Transfer Criteria for USF for 2019-20

Scholarship	Award	Academic Requirements
Spain & Gillies CC Transfer Award	\$5,000 (\$2,500 per year)	3.75+ GPA and one per FCS AA or AS degree
Phi Beta Kappa Award	\$4,000 (\$2,000 per year)	3.5+ transfer GPA and Phi Beta Kappa
International Transfer Student Award	\$2,000 (\$1,000 per year)	3.5+ transfer GPA and 60 credits

Financial Aid Awarding Timeline

- FAFSA application cycle opens on October 1 of the preceding year
 - For 2018-19, the FAFSA was available on October 1, 2017
- Award notifications start on the following timetable:

New Freshmen	begins December 1
New Transfer, Graduate students	begins mid April
Continuing students	begins second week of June

- We receive completed FAFSAs weekly for the prior week filers
- If no additional documentation is required and students are eligible to be awarded, that occurs same week we receive their FAFSAs.

Initiatives for FAFSA filing - Tampa

- Scheduled direct emails to students once admitted, typically 3-5 notices (System)
- Collaboration with TRIO staff (Tampa) for that population
- Video tutorials on the “7 Easy Steps to the FAFSA”
- Spanish Financial Aid Guides and FAFSA Worksheets
- Outreach Programs
 - Admissions events
 - Hillsborough School District College Planning Nights
 - Summer Access Programs – Upward Bound, College Reach Out
- Orientation Presentations – students and parents
- Marketing campaign using multiple media outlets on campus

Initiatives for FAFSA filing - Sarasota/Manatee

- Week of Welcome set up manned table in lobby
- Participate in the semesterly Bullpen: Student Engagement Fair
- Partner with Sarasota Chamber of Commerce providing FAFSA lab workshops to all area High Schools
- Partner with UnidosNow to provide personal FAFSA workshops and FAFSA Labs
- Conduct FAFSA presentation during information sessions, Admissions recruiting events and open house
- Present at all student Orientations
- Weekly provide manned table for Scholarships and FAFSA information in Student Commons
- Partner with Florida College Access Network to provide FAFSA Labs

Initiatives for FAFSA filing – St. Petersburg

- Pinellas (and some Pasco) County High School Nights at both public and private high schools.
- "FAFSA Fridays". Every Friday from October through the holiday break in December. Advertise and provide hands-on help to anyone needing assistance. This includes outreach to the community as well as prospective and current students.
- USFSP Marketing and Communications combines FAFSA application and priority deadline messaging with Registration emails. Stronger messaging is included the closer to the priority date that we are.
- In class presentations include FAFSA games to create awareness of types of aid and deadlines.
- Video tutorials on the “7 Easy Steps to the FAFSA”


Questions?



Minority Scholarship Programs

Sharon Hamisak
Assistant Director, USF Foundation Scholarships


Overview

- ▶ Introduction
 - ▶ Overview of USF Foundation's Diversity Initiatives and Scholarships Office
 - ▶ Overview of the Latino Scholarship Program
 - ▶ Overview of the Black Leadership Network
 - ▶ Marketing University-wide
- 


Diversity Initiatives and Scholarships Office

- ▶ Enhance USF's mission of student access and success by distributing scholarship funds to qualifying students.
 - ▶ Identify diversity initiatives through on and off-campus partnerships.
 - ▶ Work collaboratively with external constituents to create additional resources for student success.
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Latino Scholarship Program

- ▶ University-wide, undergraduate (incoming freshman or junior level transfer)
 - ▶ Students must graduate from an accredited high school or community college in Hillsborough, Pinellas, Polk, Manatee, Pasco, Hernando, or Sarasota county.
 - ▶ Strong consideration will be given to students who are: fluent in Spanish; first generation in their family to attend college; from diverse ethnic background.
- 


Latino Scholarship Program (cont.)

- ▶ Founded in 1994
 - ▶ Alumni Number: 492
 - ▶ Total Number of Scholars: 143
 - ▶ Total Number in Endowment: \$5.5 Million
 - ▶ Total Number of Operating Funds: 32
 - ▶ Total Dollars Awarded: \$3,435,891
- 

Black Leadership Network

- ▶ University-wide, undergraduate students (one scholarship available for graduate students)
- ▶ Students must graduate from an accredited high school or community college
 - Some scholarships may require for the recipient to be from the 7 surrounding counties
- ▶ Strong consideration will be given to students who are first-generation and participate in the Black Leadership Network

Black Leadership Network (cont.)

- ▶ Founded in 2016
 - ▶ Offer academic program, leadership, and life skills development
 - ▶ Total Number of Scholars: 24
 - ▶ Total Number of Endowment: 2
 - ▶ Total Number of Operating Funds: 18
 - ▶ Total Dollars Awarded: \$36,000
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Marketing of Scholarships

- ▶ Applicants may apply for scholarships annually from November – April
 - Awardspring
 - Include Foundation scholarship postcards in 15,000 incoming freshman and transfer Admissions mailings on USF Tampa
 - Communicate with high school guidance counselors, PHSC, SPC, SCF/M-S
 - Social media campaign promoting Foundation scholarships
- ▶ Committee Review
- ▶ Committee Selection

Recommendations

- ▶ Continue reaching out to local guidance counselors, as well as community college contacts
- ▶ Include St. Petersburg and Sarasota–Manatee incoming students in postcard promotion
- ▶ Enhance social media awareness campaign to target students from St. Petersburg and Sarasota–Manatee

Contact Information

Sharon Hamisak

Assistant Director of Scholarships

- shamisak@usf.edu
- 813-974-8305

Luz D. Randolph, Ed.D.

Development Officer for Diversity Initiatives

- ldrancholp@usf.edu
- 813-974-6766

UNIVERSITY OF SOUTH FLORIDA

Consolidation Planning Study and Implementation Task Force



Admissions

Glen Besterfield, Dean of Admissions
USFT

Serge Desir, Director of Undergraduate Admission
USFSP

Andy Telatovich, Director of Admission and Financial Aid
USFSM

Streamlined Process

- One unified university
- One application
 - Prioritize campus and major associated with campus
- One set of dates and deadlines
- One admissions grid
 - Grid changes during admissions cycle
- One scholarship grid
- One consolidated admissions process
- One unified recruiting plan
- One unified marketing plan

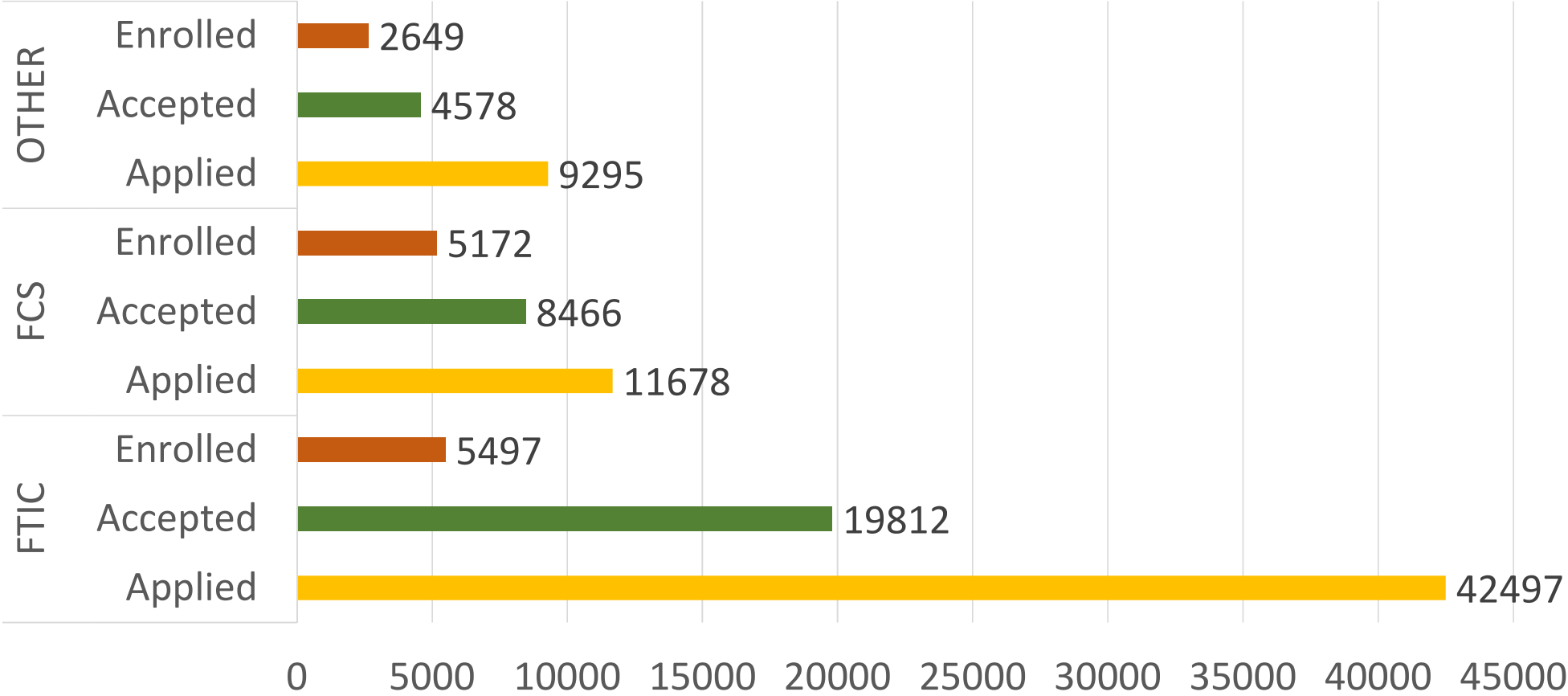
Transfer Students (varies by campus)

- Lower-Level (12-29 post secondary credits)
 - Post-secondary GPA (varies by campus)
 - Must meet FTIC criteria (SAT/ACT and GPA)
 - Mid-Level (30-59 post secondary credits)
 - Post-secondary GPA (varies by campus)
 - Must have completed equivalent of ENC1101, college level math course and foreign language
 - Upper-Level (60+ post secondary credits)
 - Post-secondary GPA (varies by campus)
 - 2.0 GPA with an AA degree from FCS
 - Students seeking Second Baccalaureate
 - Many limited access programs have higher GPAs
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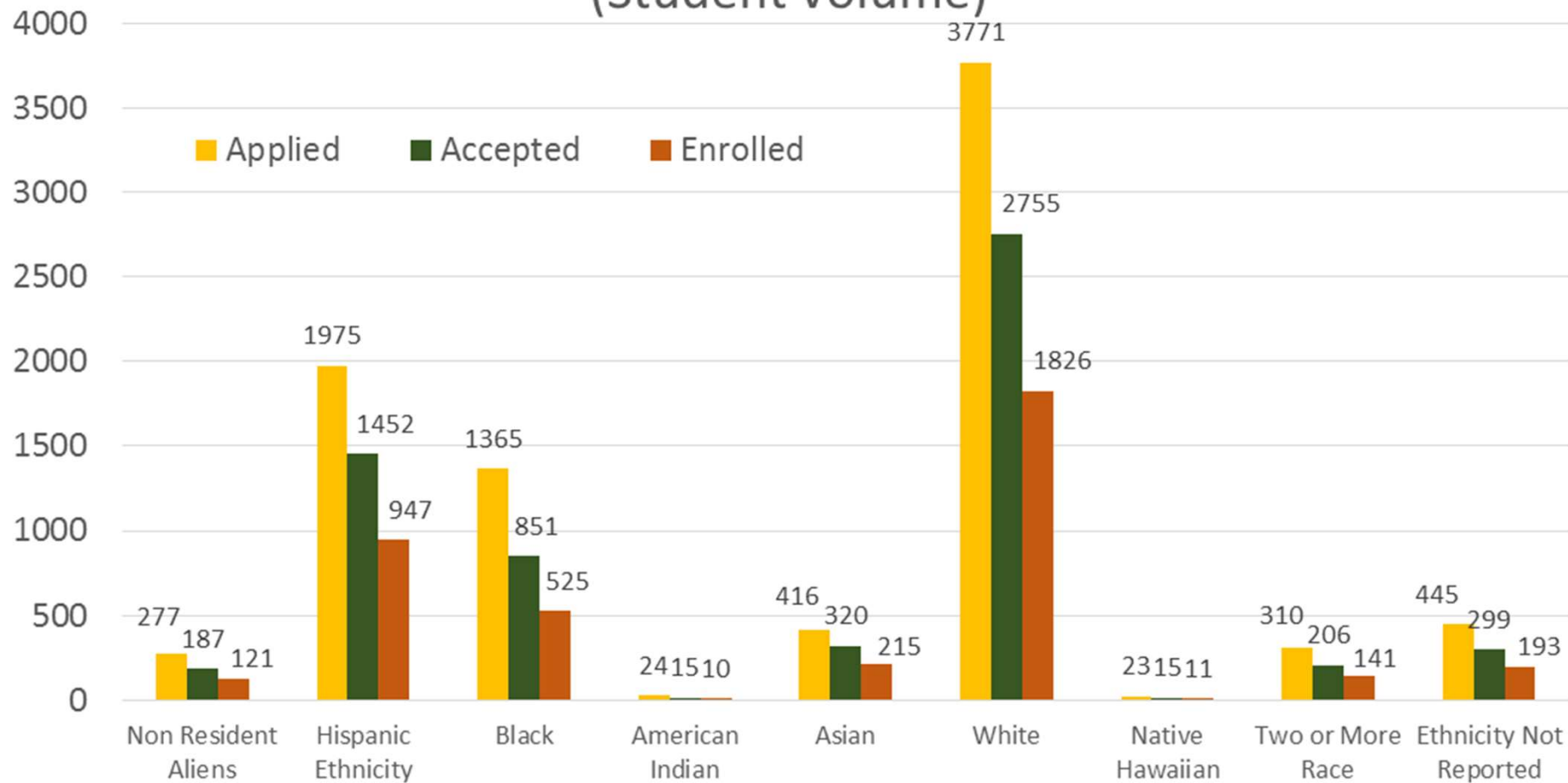
Transfer Students

- Sources
 - Florida College System (FCS)
 - SUS Institutions
 - Other
 - Private
 - Out-of-state
 - International
- Terminology
 - Conversion: applicant (applied) to and admit (accepted)
 - 30% typical for FTIC, whereas 60% typical for Transfer
 - Yield: admit (accepted) to an enrollee (enrolled)
 - 30% typical for FTIC, whereas 60% typical for Transfer

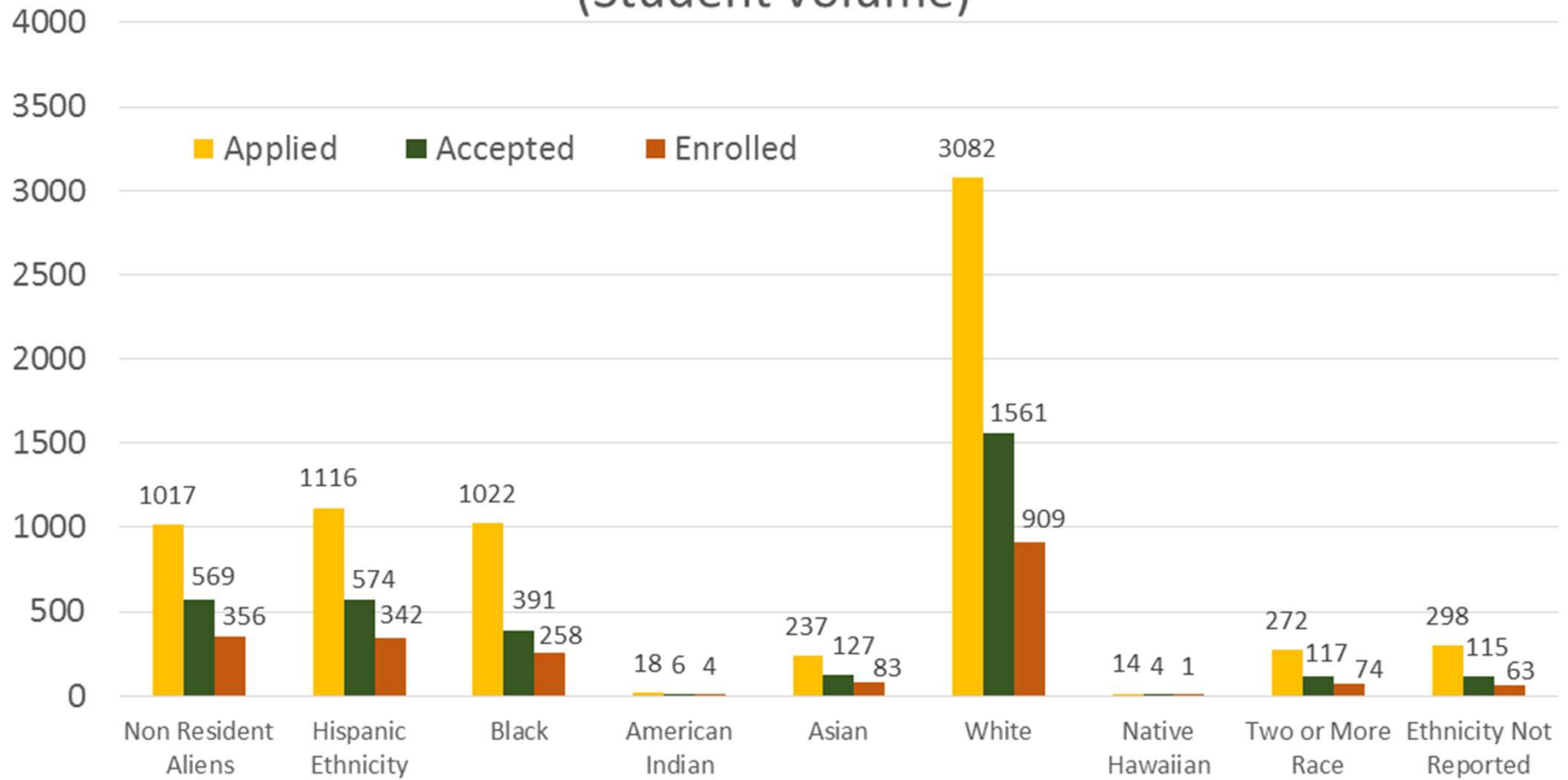
New Students 2017-18 for System



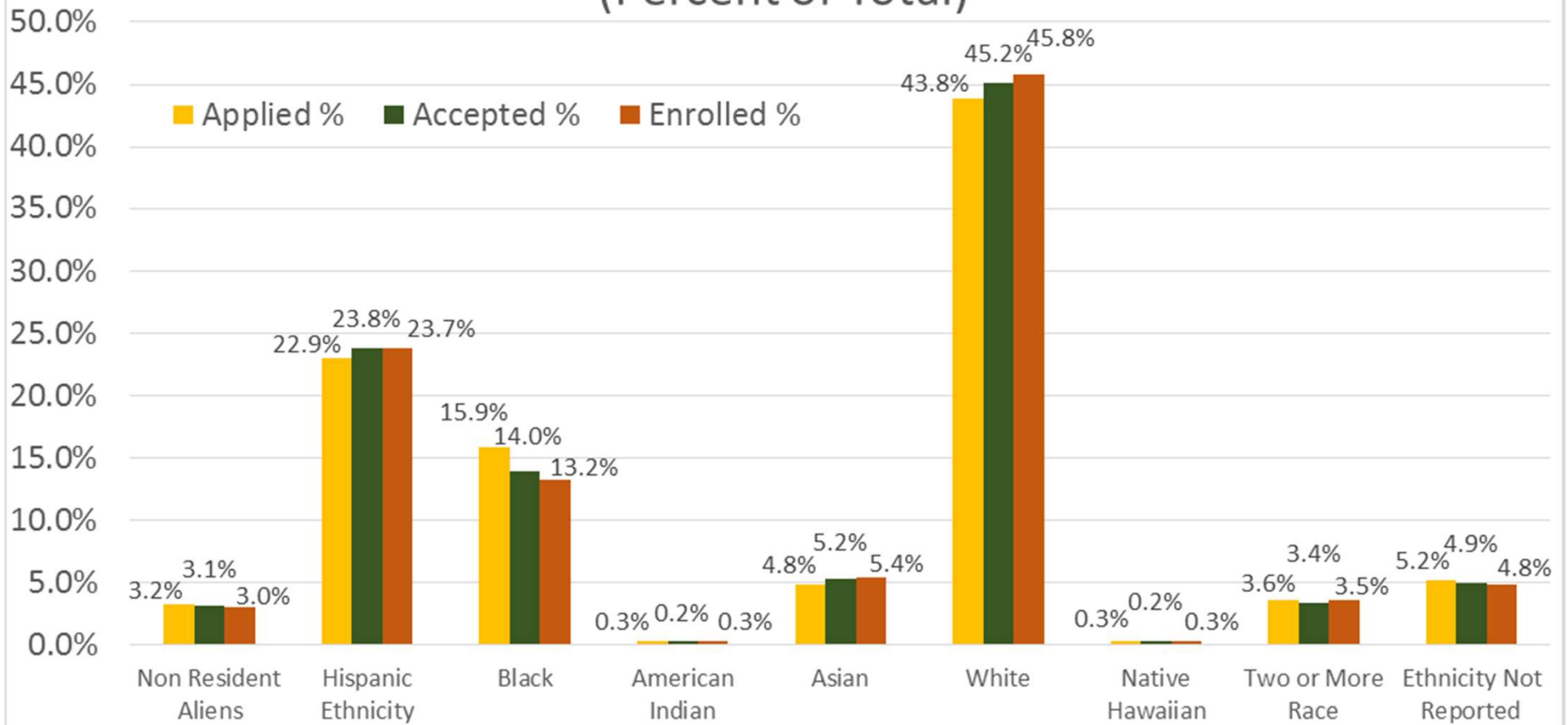
Florida College System Transfers - Tampa 2017-18 (Student Volume)



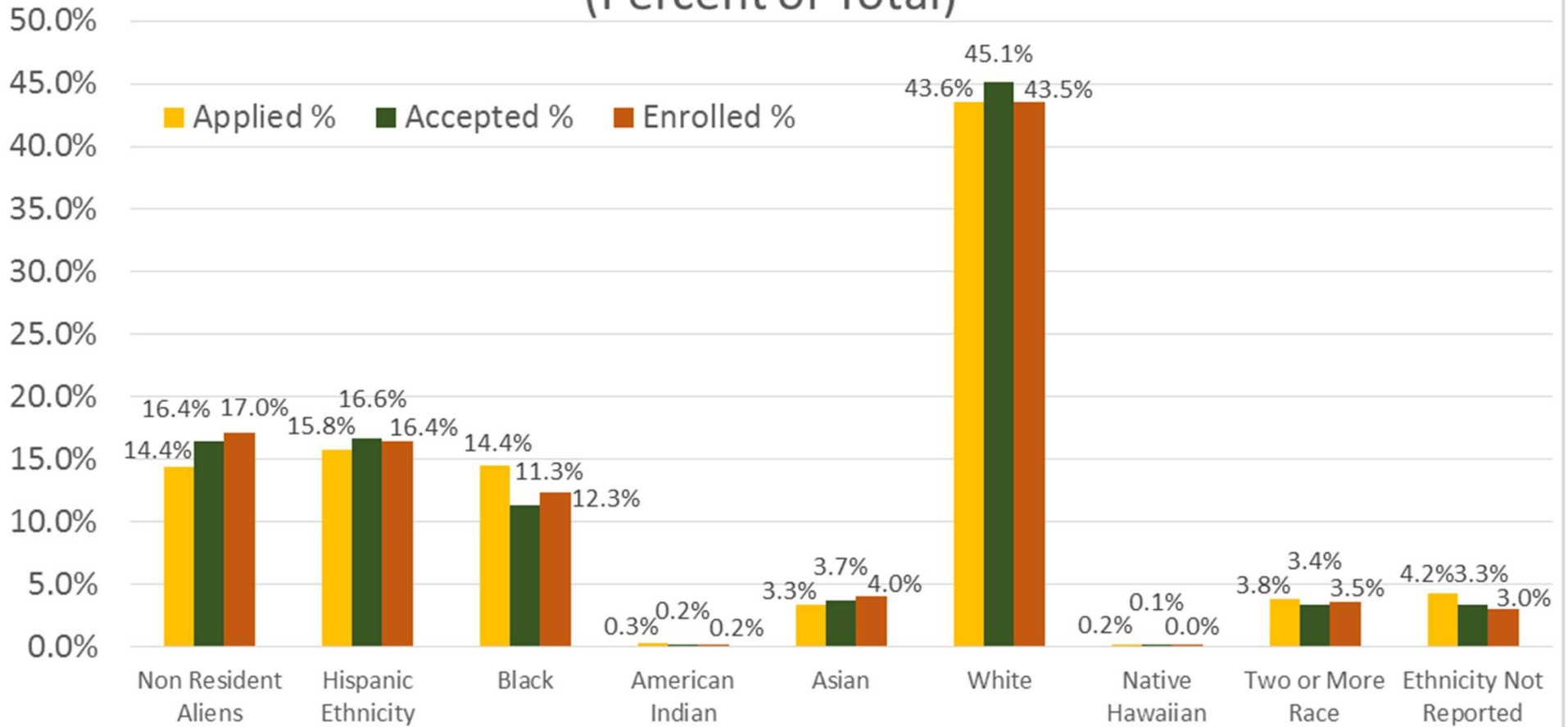
Other Transfers - Tampa 2017-18 (Student Volume)



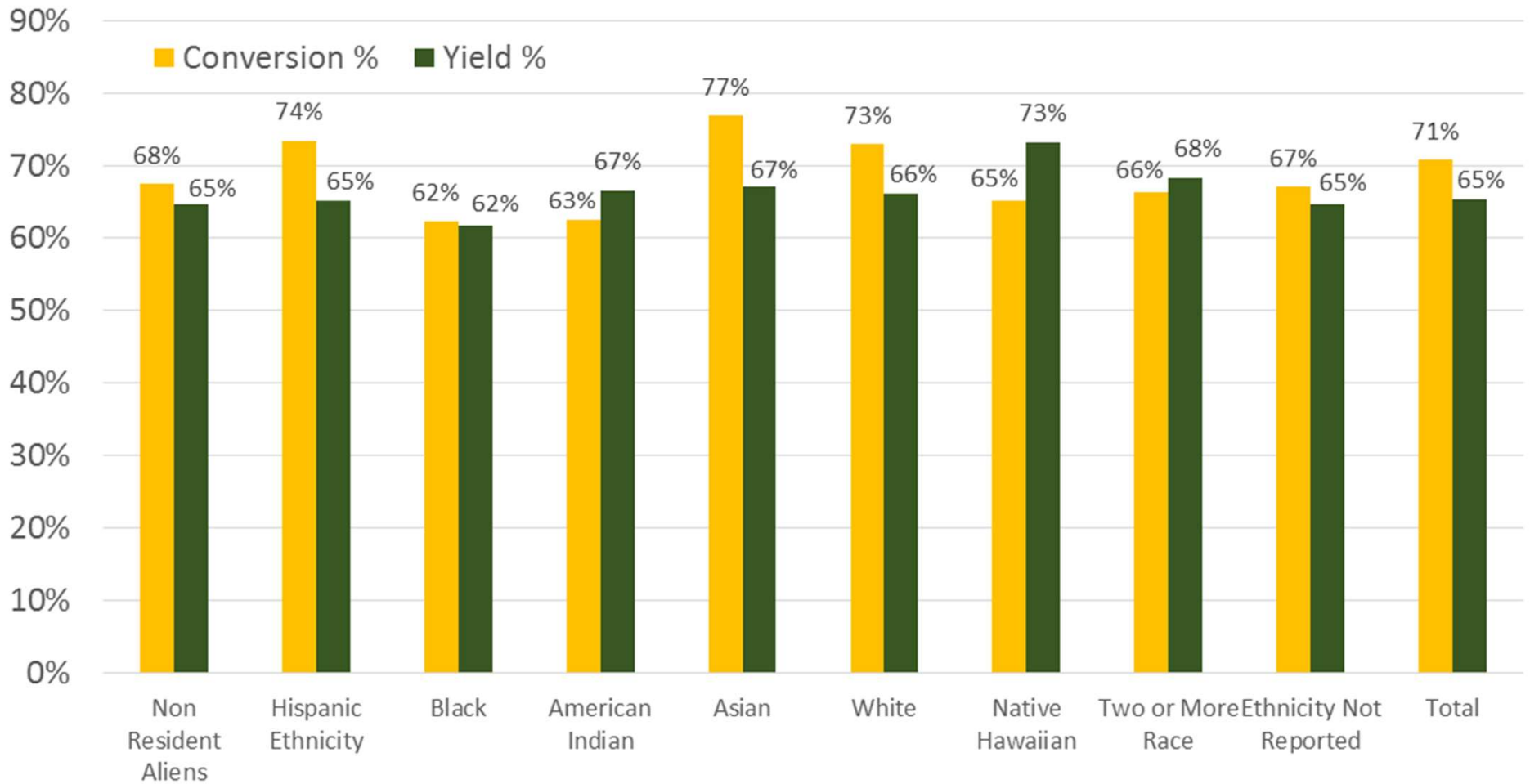
Florida College System Transfers - Tampa 2017-18 (Percent of Total)



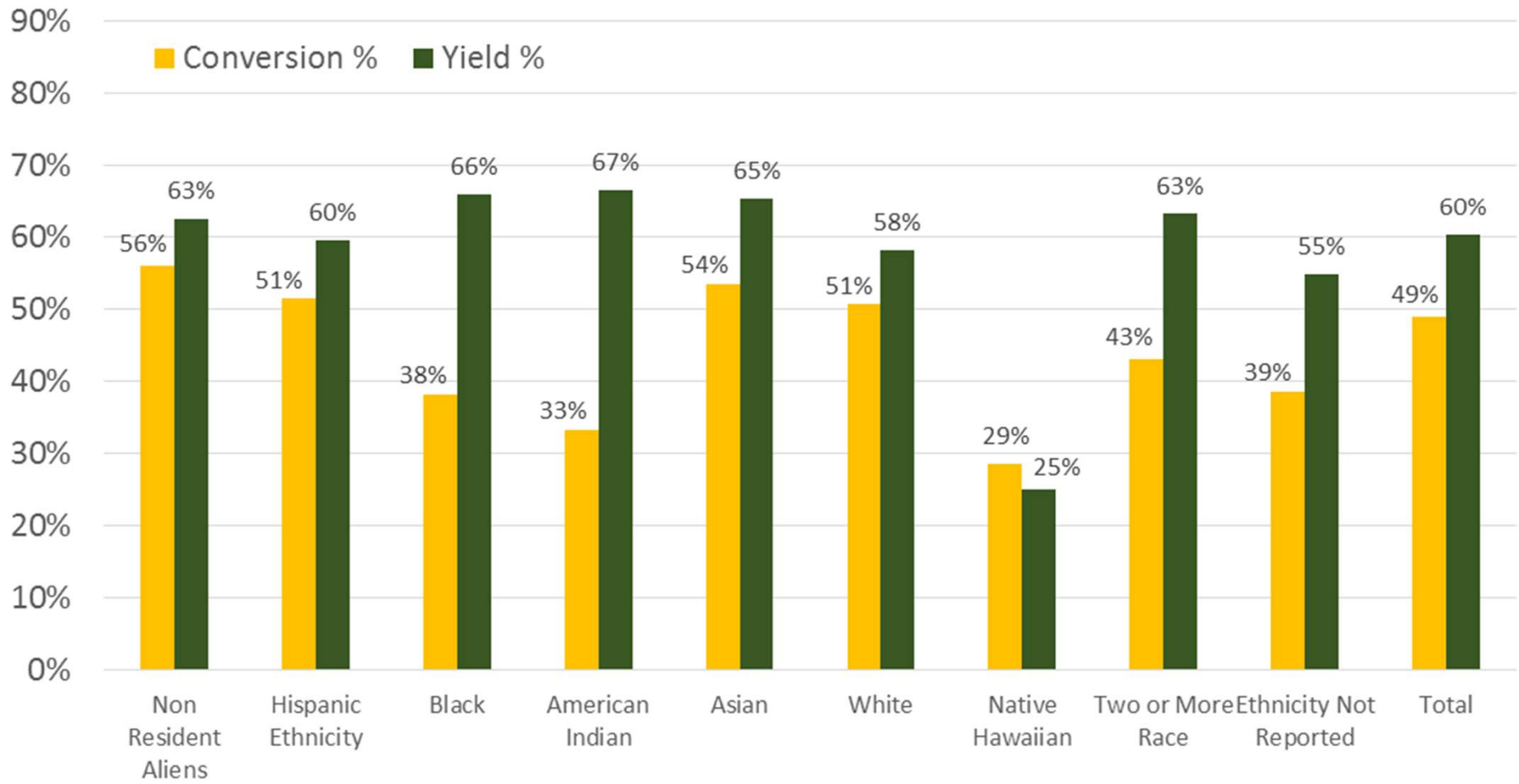
Other Transfers - Tampa 2017-18 (Percent of Total)



Florida College System Transfers - Tampa 2017-18



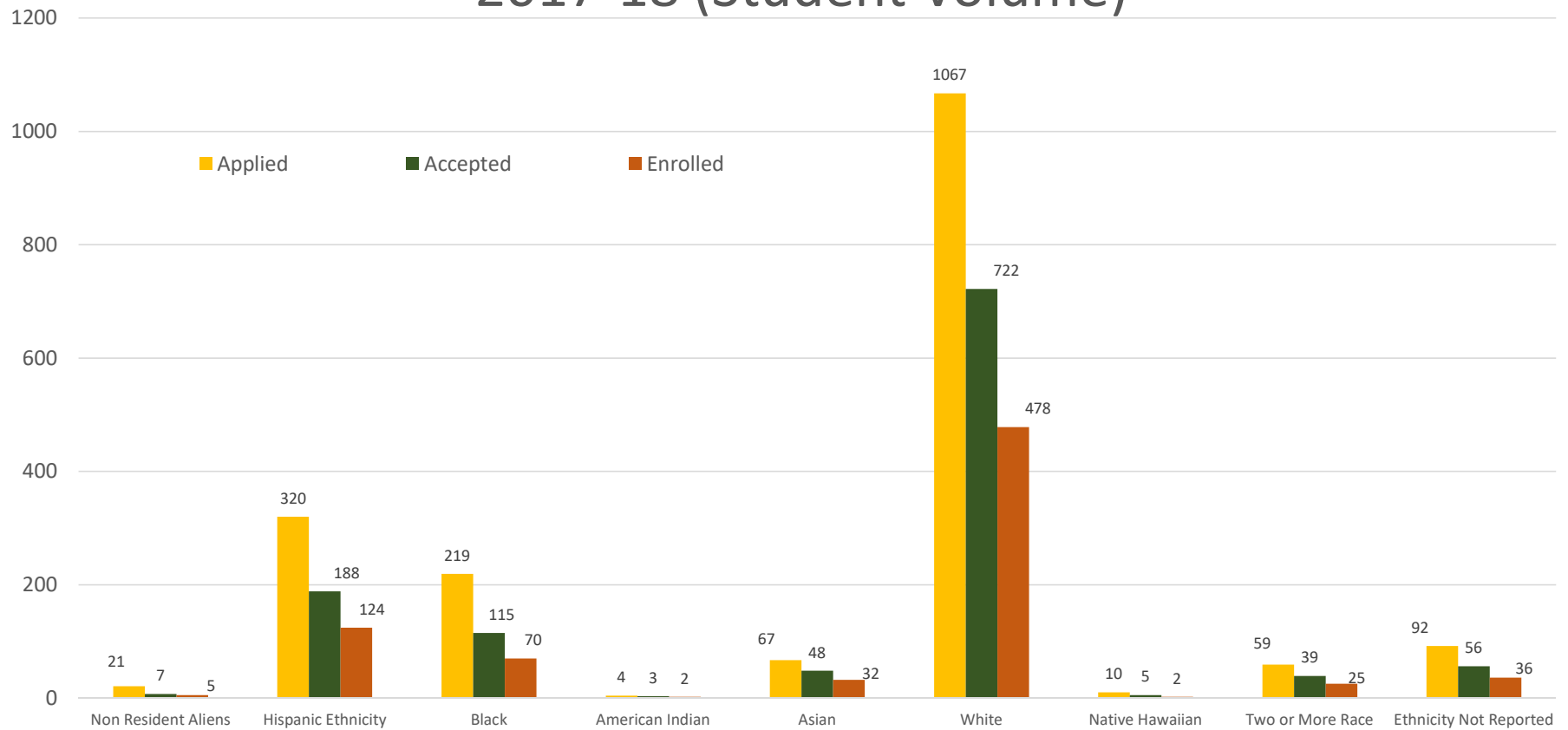
Other Transfers - Tampa 2017-18



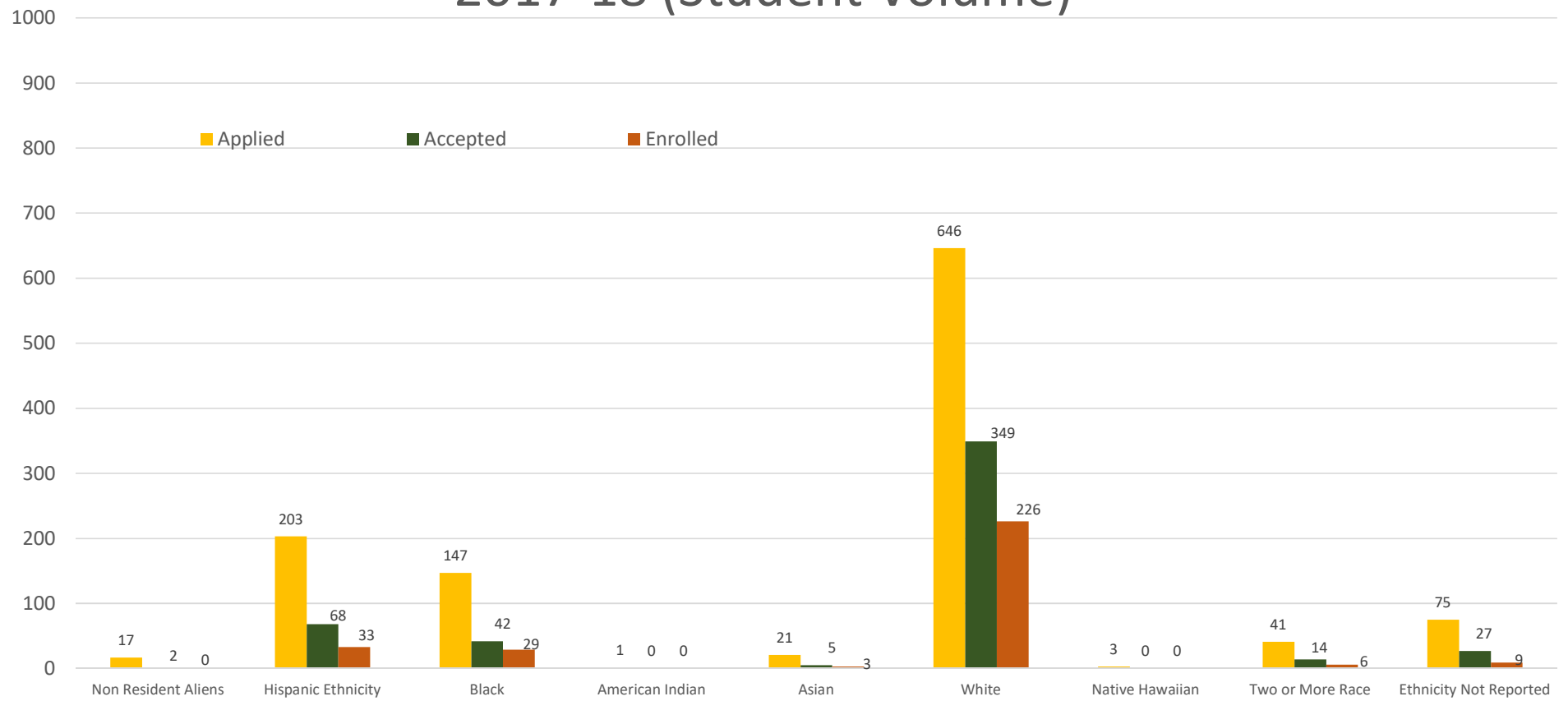
Commentary for Tampa

- White students represent 43-46% of applicants, admits and enrollees from either the FCS or OTHER
- Hispanic Students
 - FCS: represents approx. 23% of apps, admits and enrollees
 - FCS: conversion better than average and yield at the average
 - OTHER: represents approx. 16% of apps, admits and enrollees
 - OTHER: conversion better than average and yield at the average
- Black Students
 - FCS: represent approx. 15% of apps, admits and enrollees
 - FCS: conversion less than average and yield less than the average
 - OTHER: represents approx. 13% of apps, admits and enrollees
 - OTHER: conversion less than average and yield higher than average

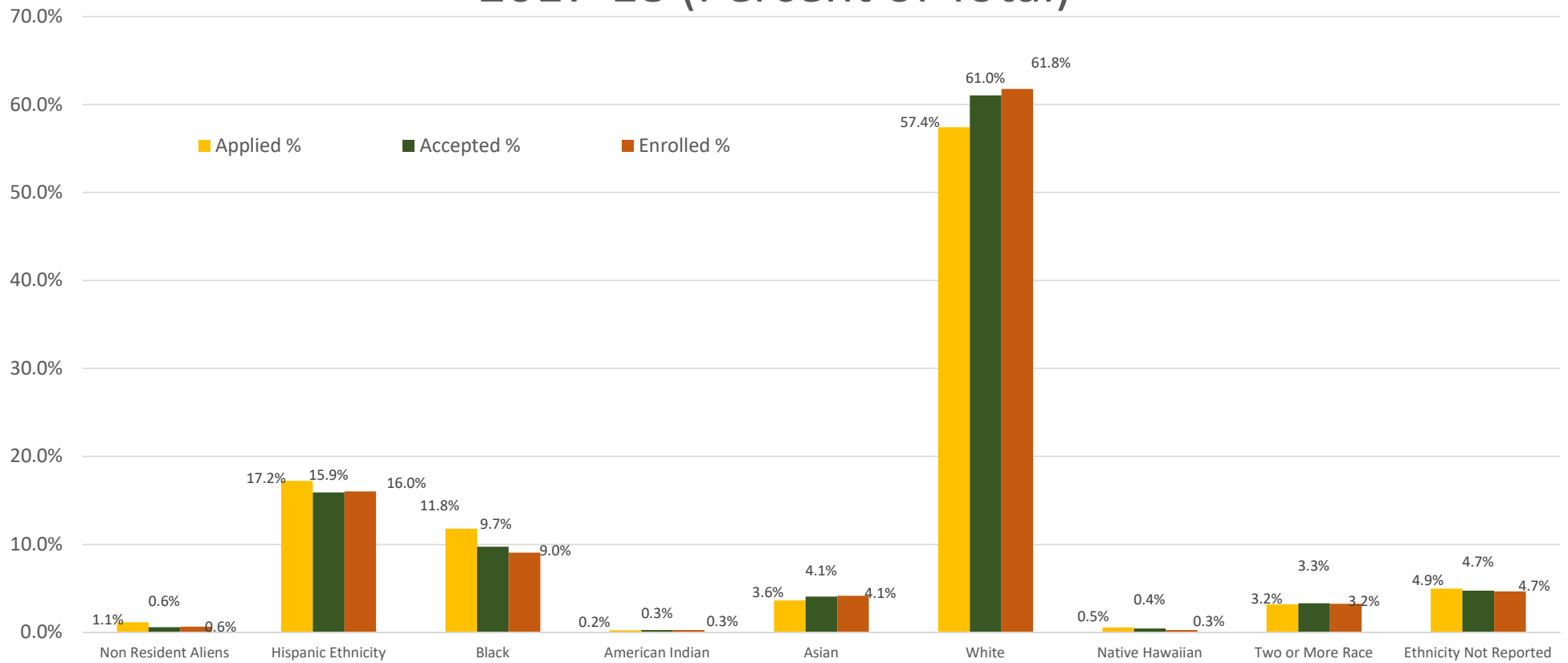
Florida College System Transfers - St Pete 2017-18 (Student Volume)



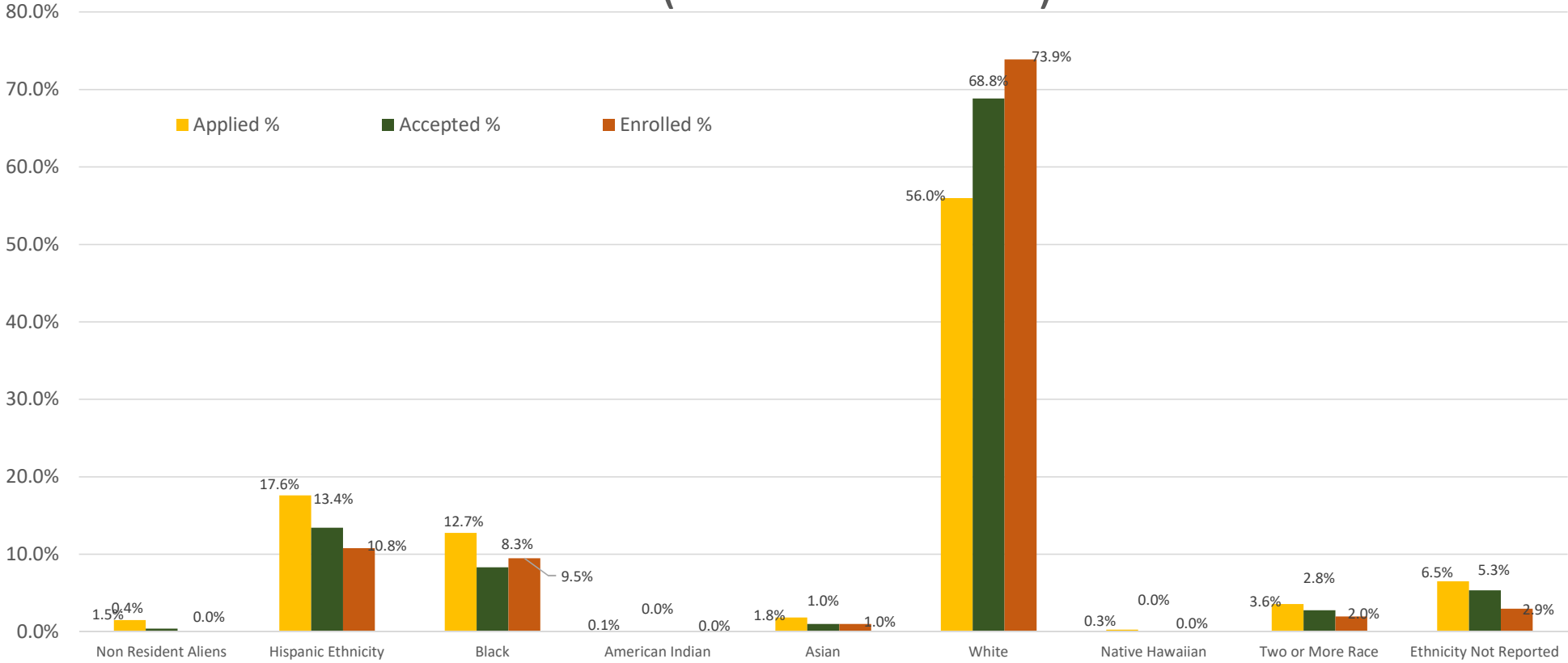
Other Transfers - St Pete 2017-18 (Student Volume)



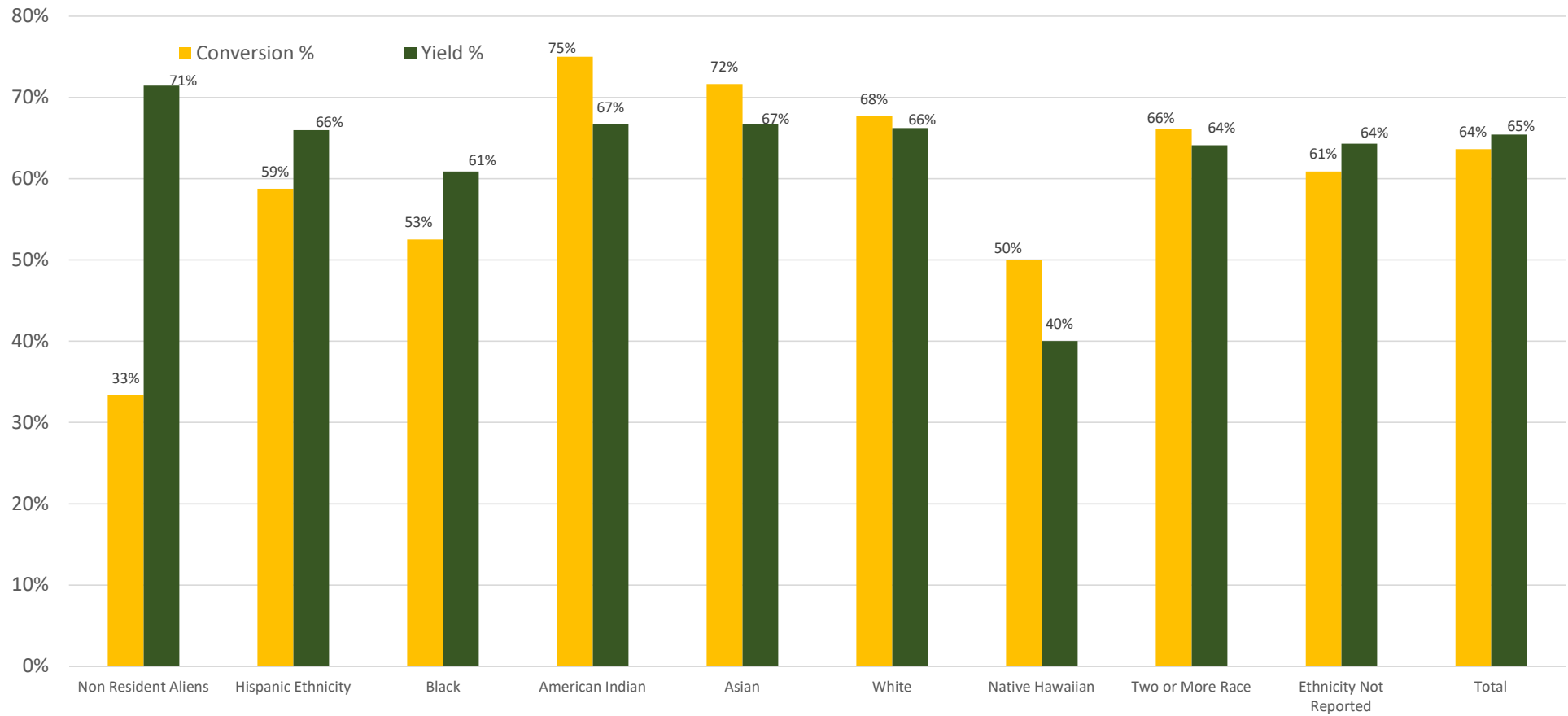
Florida College System Transfers - St Pete 2017-18 (Percent of Total)



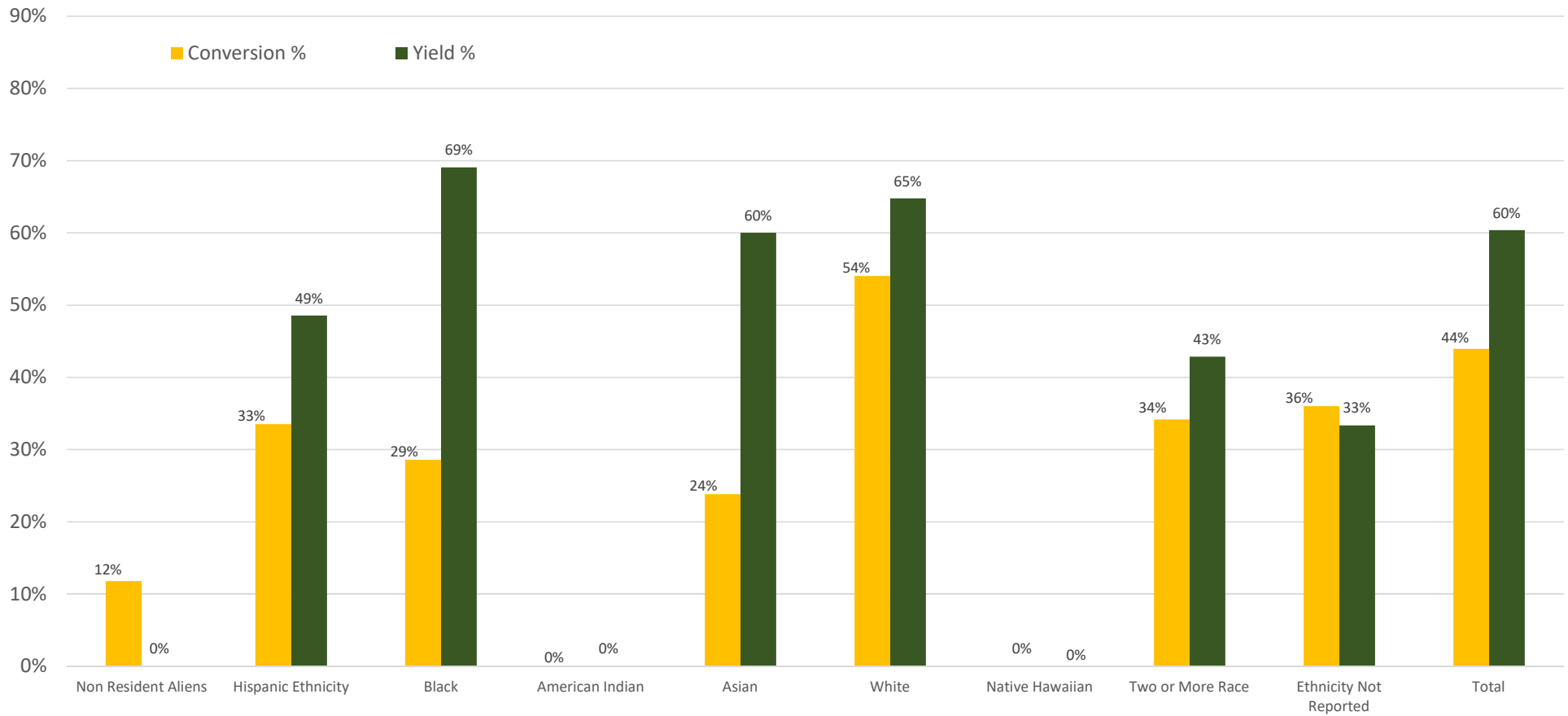
Other Transfers - St Pete 2017-18 (Percent of Total)



Florida College System Transfers - St Pete 2017-18



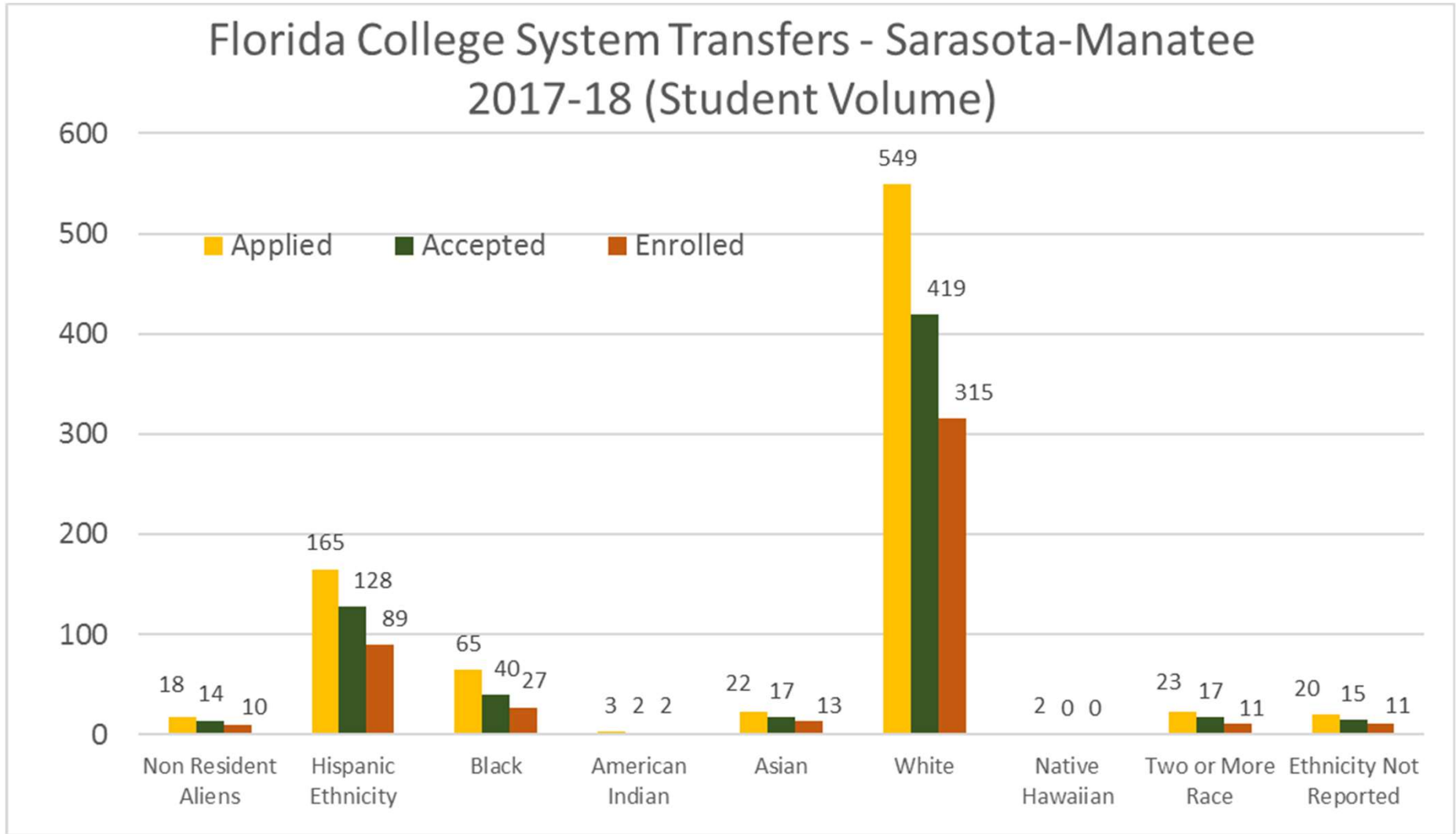
Other Transfers - St Pete 2017-18



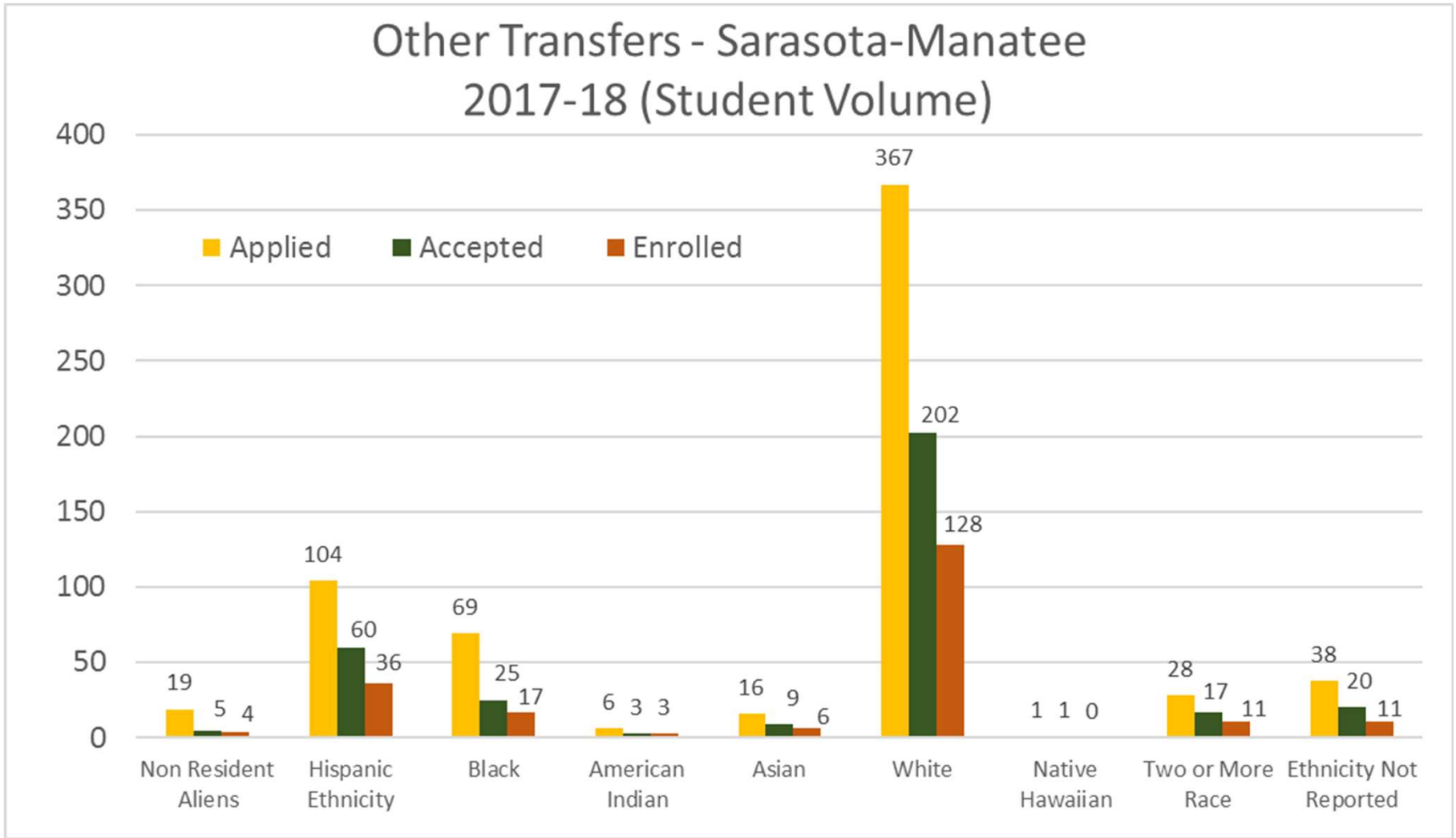
Commentary for St. Petersburg

- White students represent 57% of applicants, 69% admits and 74% enrollees from either the FCS or OTHER
- Hispanic Students
 - FCS: represents approx. 17% of apps, 16% admits and 16% enrollees
 - FCS: **conversion less than average** and **yield above the average**
 - OTHER: represents approx. 18% of apps, 13% admits and 11% enrollees
 - OTHER: **conversion better than average and yield less than average**
- Black Students
 - FCS: represent approx. 12% of apps, 10% admits and 9% enrollees
 - FCS: **conversion less than average and yield less than the average**
 - OTHER: represents approx. 13% of apps, 8% admits and 9.5% enrollees
 - OTHER: **conversion less than average** and **yield higher than average**

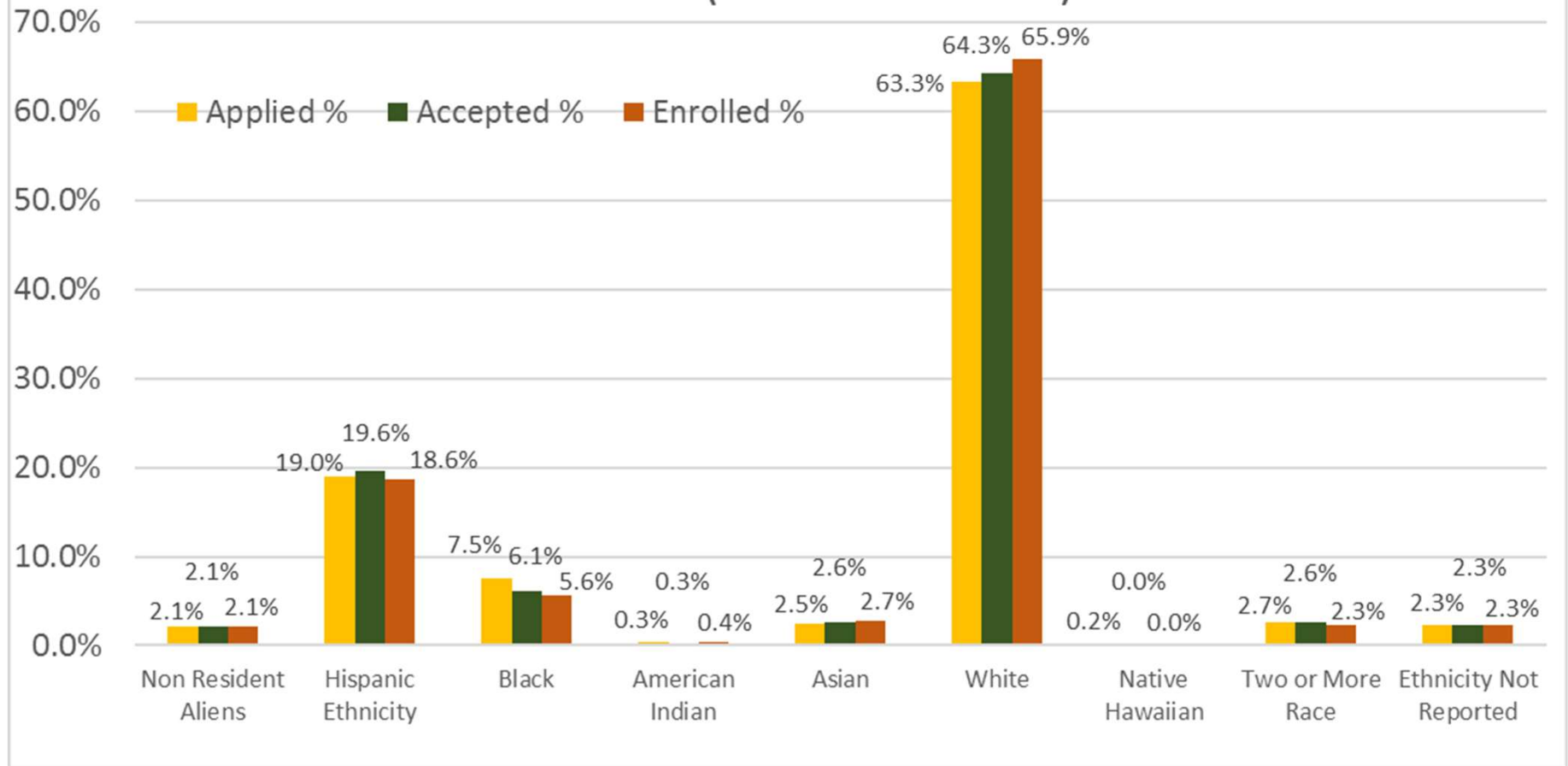
Florida College System Transfers - Sarasota-Manatee 2017-18 (Student Volume)



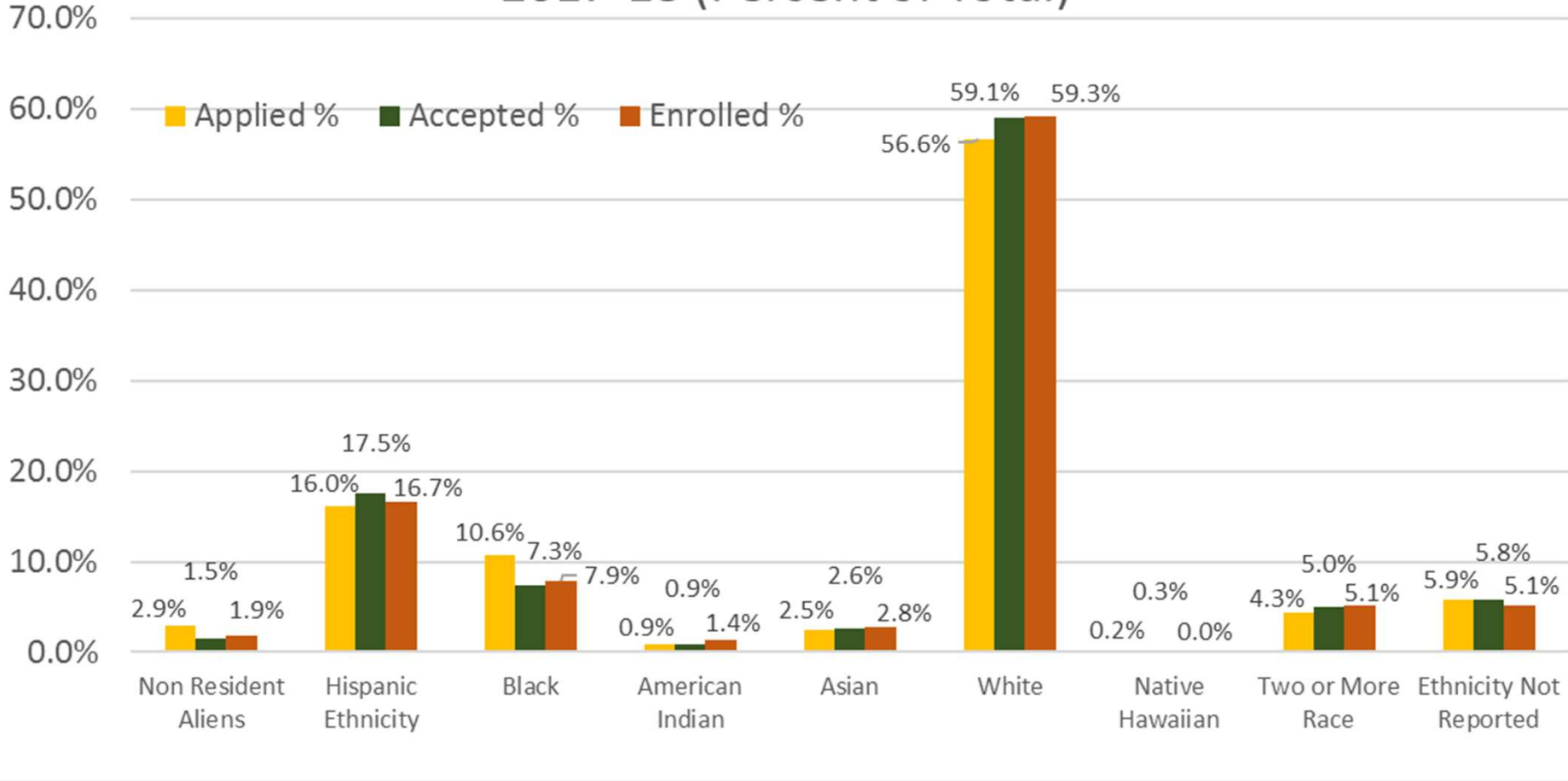
Other Transfers - Sarasota-Manatee 2017-18 (Student Volume)



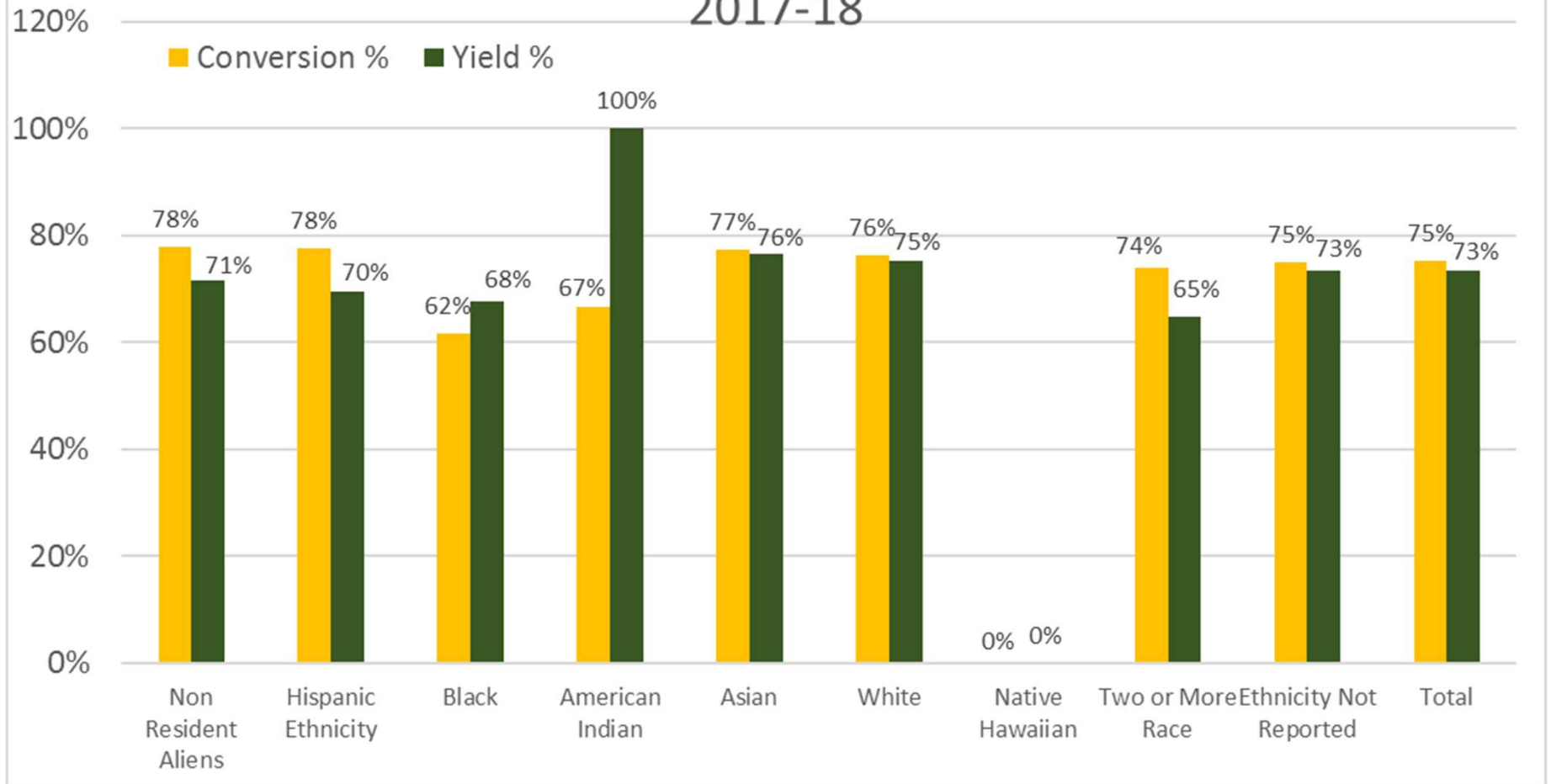
Florida College System Transfers - Sarasota-Manatee 2017-18 (Percent of Total)



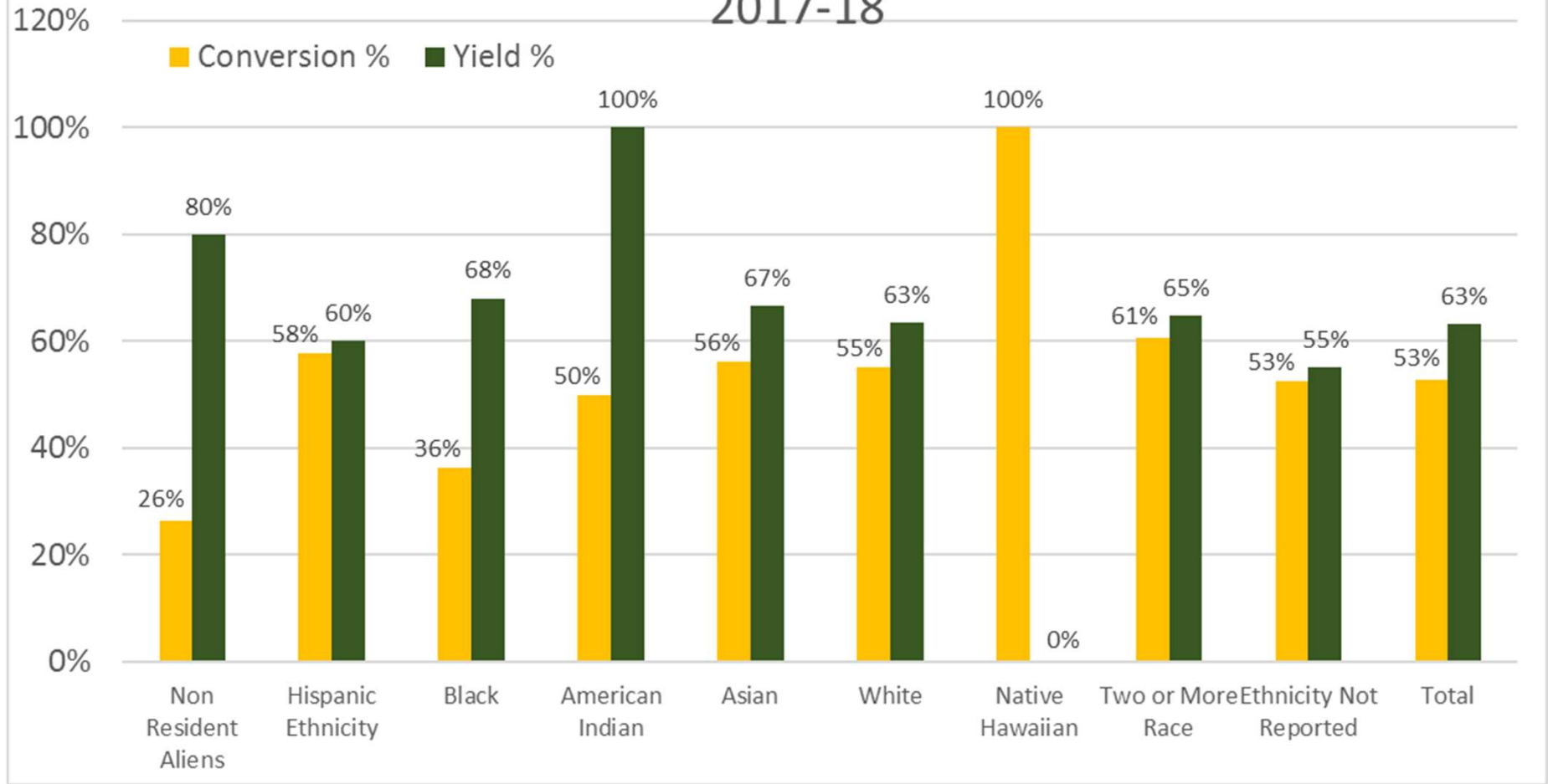
Other Transfers - Sarasota-Manatee 2017-18 (Percent of Total)



Florida College System Transfers - Sarasota-Manatee 2017-18



Other Transfers - Sarasota-Manatee 2017-18



Commentary for Sarasota-Manatee

- White students represent 60% of applicants, 62% admits and 64% enrollees from the FCS and OTHER
- Hispanic Students
 - FCS: represents approx. 19% of apps, 20% admits and 19% enrollees
 - FCS: conversion above the average and yield less than the average
 - OTHER: represents approx. 16% of apps, 18% admits and 17% enrollees
 - OTHER: conversion above the average and yield less than the average
- Black Students
 - FCS: represent approx. 8% of apps, 6% admits and 6% enrollees
 - FCS: conversion less than the average and yield less than the average
 - OTHER: represents approx. 11% of apps, 7% admits and % enrollees
 - OTHER: conversion less than the average and yield higher than the average

Recommendations

- One unified admission criteria for transfer student the USF System
- Increase recruiting resources for transfer students
- Continued development of the FUSE program across the FCS
- Re-Assess FTIC and transfer scholarships in 2018-19

Questions?

USF BRAND REFRESH

USF2020

WHAT WENT IN

Distributed 200+ surveys

Attended the Brand Council
and Summit

Held dozens of interviews
with internal stakeholders

Conducted 100+ hours of
primary and secondary
research

Nº 1

**Why Are We
Doing This?**

USF'S PROGRESS IS ASTOUNDING.

Every year we perform better than the last in almost every ranking's category—in some cases exponentially so.

“We’re no longer a fallback safety school.” -Stakeholder Meeting

USF'S PROGRESS IS ASTOUNDING.

We play a large socio-economic role in our communities.

“We are a highly competitive institution that is a part of moving Tampa Bay into its next stage.” -Stakeholder Meeting

WHY WE'RE HERE

USF'S PROGRESS IS ASTOUNDING.

**#1 in Florida, #5 in the U.S., and #11 worldwide in
generating new patents.**

“We are a research powerhouse.” -Brand Council

WHY WE'RE HERE

USF'S PROGRESS IS ASTOUNDING.

#1 in both Black and Latino success in Florida.

180+ majors offered.

“Diversity of students, of stories, of majors, etc.” -Brand Council

BUT OUR REPUTATION HASN'T CAUGHT UP.

We tout numbers, but don't give any context to them.

“Top in patents, but what does that actually mean? What do these patents do [and] how do they help people?” -Stakeholder Meeting

BUT OUR REPUTATION HASN'T CAUGHT UP.

Only 1% of parents and 14% of students in the U.S. know the USF brand, and 50% of internal stakeholders believe our brand lacks a consistent reputation.

WHY WE'RE HERE

BUT OUR REPUTATION HASN'T CAUGHT UP.

Our USNWR reputation scores remained stagnant for years.

**AND WE LACK
A CONSISTENT
MESSAGE.**

PARENTS

THREE
CAMPUSES

FACULTY &
LEADERSHIP

STUDENTS

ALUMNI

COMMUNITY

NOW IS THE TIME TO RETHINK OUR STORY.

Preeminence. Reunification. The evolution of higher education.

**TO TOUT
IMPACT OVER FACTS,**

AND CREATE SOMETHING
EVERYONE CAN BELIEVE IN.

Year after year, the University of South Florida defies what a modern university “should” be able to accomplish. But our anything-but-ivy-covered story has gotten lost in the shuffle. Our impressive statistics fall flat without emotion and too many voices divide our message. So loud and proud and together, it’s time to tell our story—the right way.

With incredible velocity, we advance communities and pioneer new higher education standards. We embrace the unknown, conquer it, and then do it again. We define ourselves not by a name, date, or city, but by the impact we have on the world.

We share one goal. We transform lives.

Year after year, the University of South Florida defies what a modern university “should” be able to accomplish. But our anything-but-ivy-covered story has gotten lost in the shuffle. Our impressive statistics fall flat without emotion and too many voices divide our message. So loud and proud and together, it’s time to tell our story—the right way.

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We share one goal. We transform lives.

UNITED, WE SHAPE THE FUTURE.

Nº 2

**Our New
Story**

OUR NEW STORY

OUR RALLY CRY

Be Bullish

BULLISH; to be confident or optimistic about something.



OUR NEW STORY

BRAND ETHOS

United, we Shape the Future.

United: Our students, faculty, campuses, alumni, educators, etc.

*Shape: We impact international, national, and local communities
—our way.*

Future: We will never slow down.



BUT HOW DO WE MAKE SHAPING THE FUTURE A REALITY?

**BY LIVING OUR VALUES
AND STAYING TRUE TO
WHO WE ARE.**

OUR NEW STORY

OUR PERSONALITY

OUR NEW STORY

OUR PERSONALITY

We are Bold.

We are United.

We are Leaders.

We are Loyal.

We are Impactful.

We are Student-centric.

We are Heralded.

We are **BULLISH.**



OUR NEW STORY

OUR PERSONALITY

Be BULLISH; to be confident or optimistic about something.

We are Bold.

We take on the world's most challenging problems and look for innovative solutions.

We are United.

We seek new ways to combine diverse backgrounds and skill sets to maximize efficiencies.

We are Leaders.

We lead higher education and beyond by nurturing talent and valuing every opportunity to grow.

OUR NEW STORY

OUR PERSONALITY

Be BULLISH; to be confident or optimistic about something.

We are Loyal.

We treat each other with respect and integrity. We only do what is best for the entire university.

We are Impactful.

We make positive change in our global communities and catalyze regional economic development.

We are Student-centric.

We commit to everyone's success, whatever success means to them.

OUR NEW STORY

OUR PERSONALITY

Be BULLISH; to be confident or optimistic about something.

We are Heralded.

We are recognized for our world-class experiences and opportunities provided to students, faculty, staff, employees, parents, and all other members of our USF community.

OUR NEW STORY

OUR VALUES

OUR NEW STORY

AT USF, WE VALUE:

Ambition Over Tradition

Our freshness and vigor invites creativity and wonder. So while we reflect and learn from our history, we constantly experiment with ways to reach higher and achieve more in student success, faculty achievement, research, discovery, and philanthropy.



OUR NEW STORY

AT USF, WE VALUE:

Collective Power

When we work together, the herd only becomes stronger. No matter your title, campus, or discipline, we succeed together. Each of us plays an important role in making USF the powerhouse it is.

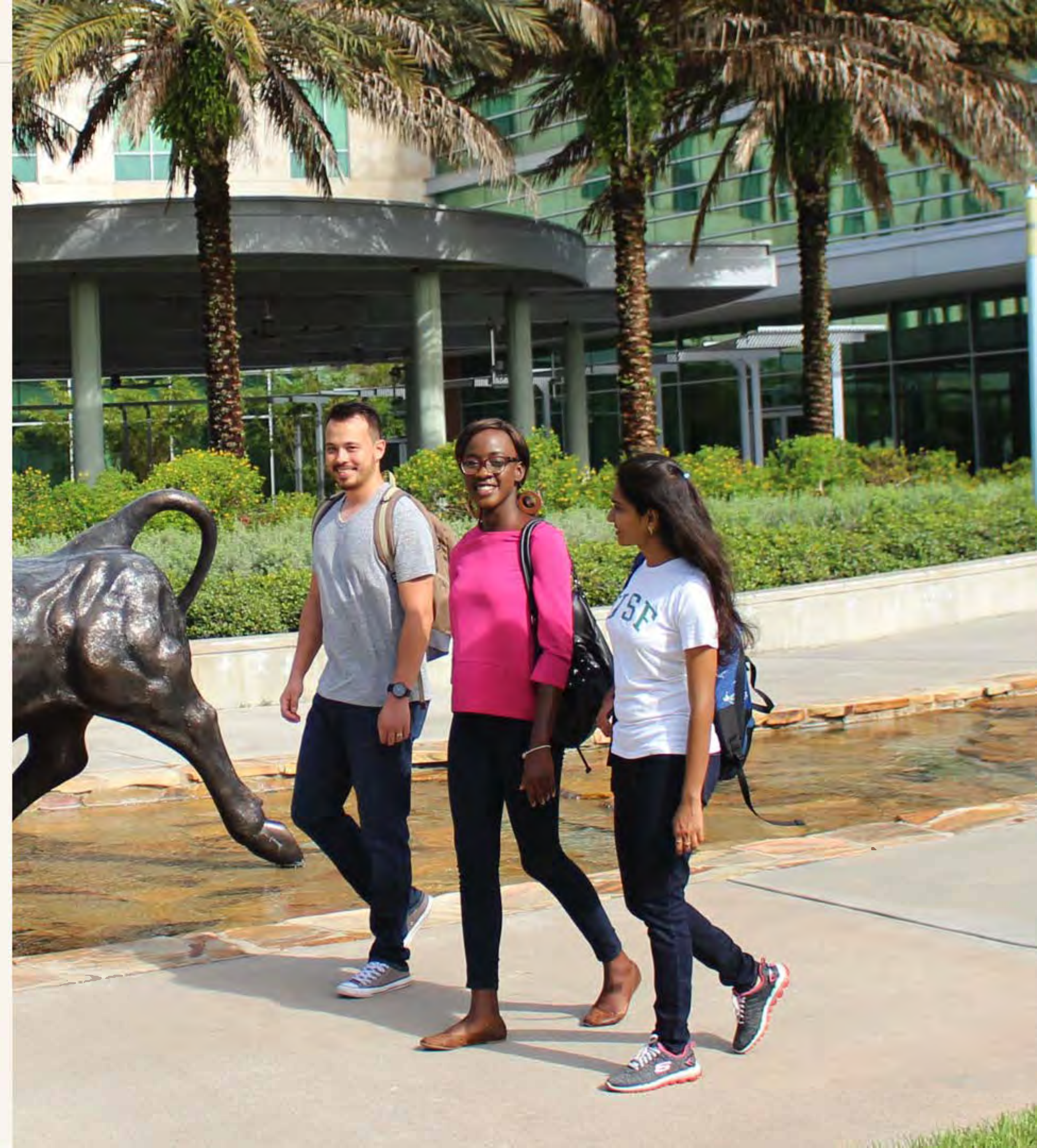


OUR NEW STORY

AT USF, WE VALUE:

Boundless Community

Nothing we do happens in a bubble, and as a forward-focused university, we will always be ones to watch. We use our platform to create a global exchange of ideas by seeking out experiences and opportunities for our students and faculty no matter their race, religion, creed, sexuality, gender identity, or background.



OUR NEW STORY

AT USF, WE VALUE:

Uncharted Terrain

To embrace the future, we must embrace the unknown.
So we ask more questions, try new combinations, and
foster a learning environment that welcomes all new ideas.



Our Values

AMBITION OVER TRADITION.

COLLECTIVE POWER.

BOUNDLESS COMMUNITY.

UNCHARTED TERRAIN.

**WHEN WE STAY TRUE TO OUR BOLD
PERSONALITY AND LIVE OUR VALUES, WE SHOW
THE WORLD HOW WE SHAPE THE FUTURE.**

BEING BULLISH X OUR VALUES = SHAPING THE FUTURE

**AND WHILE OUR
AUDIENCES ARE
DIFFERENT,**

PARENTS

THREE
CAMPUSES

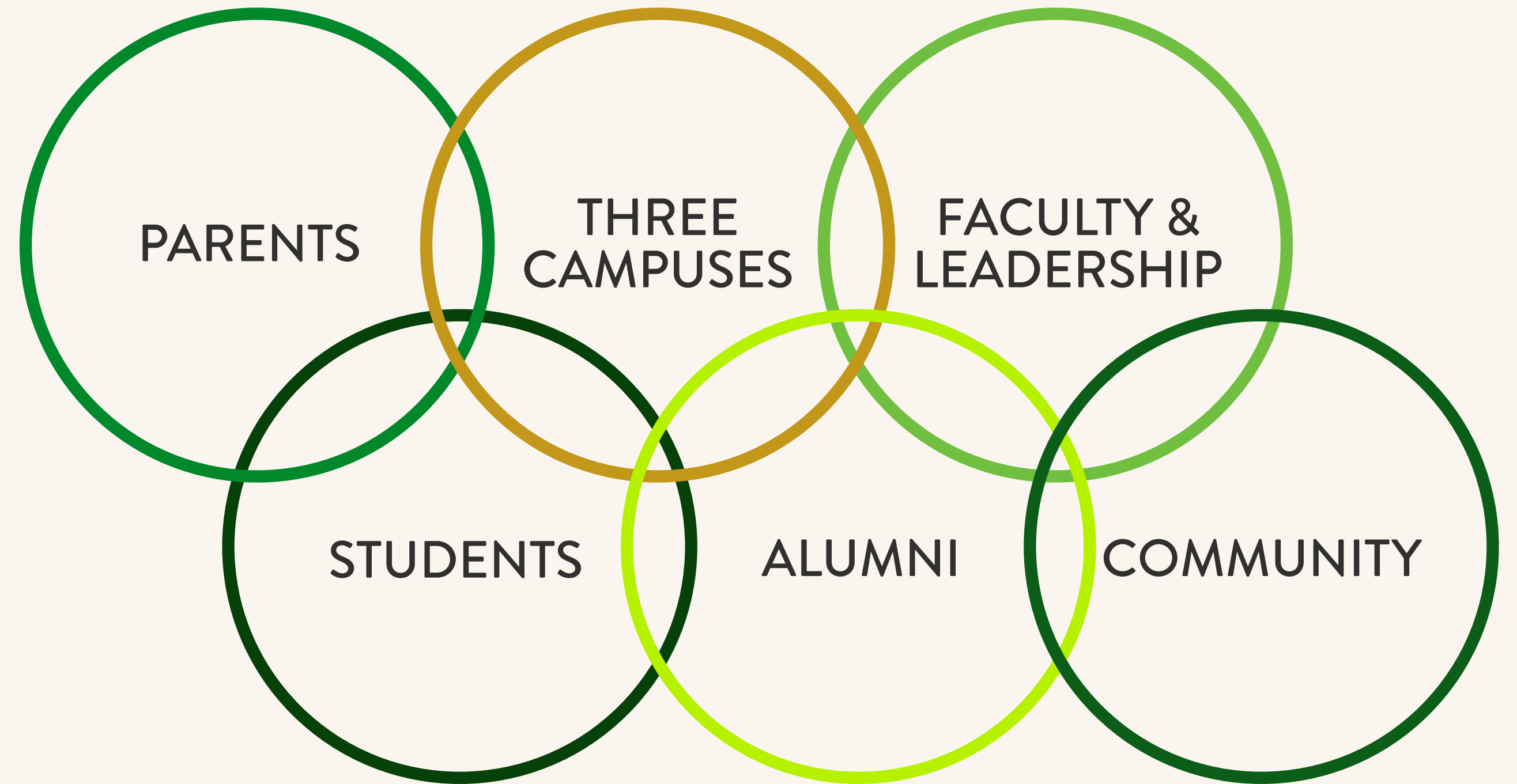
FACULTY &
LEADERSHIP

STUDENTS

ALUMNI

COMMUNITY

**SHAPING THE
FUTURE MEANS
SOMETHING TO
EVERYONE.**



SHARING OUR STORY

TO PARENTS

United, we shape the future means:

We arm your children with real-world, applicable experience.

TO STUDENTS

United, we shape the future means:

An education with USF is only the beginning—you're destined to make an impact.

TO FACULTY &
LEADERSHIP

United, we shape the future means:

We give you the freedom to be part of the change.

TO ALUMNI

United, we shape the future means:

Your alma mater is something to be proud of no matter where life takes you.

TO OUR
COMMUNITY

United, we shape the future means:

USF plays an integral role in bettering our local and global communities.



United, we shape the future means:

All of us play an equally important role in accomplishing our collective goals.



United, we shape the future means:

All of us play an equally important role in accomplishing our goal.

TO TAMPA

United, we shape the future means:

We are a powerhouse of innovative, world-changing research.

TO ST. PETERSBURG

United, we shape the future means:

We empower our students and faculty to lead lives of impact.

TO SARASOTA-MANATEE

United, we shape the future means:

We create unique paths to success for our students.

And with a new story
**COMES A NEW
IDENTITY.**

USF IS READY FOR A CHANGE.

Whether it's simplifying, updating, or designing new icons, internal stakeholders are almost all aligned that our identity needs to change in some way.

“It's a new day at USF. We've never had this mindset.” -Brand Summit

AND BEING BULLISH MEANS BEING BOLD.

On a scale from 1 (traditional) to 5 (bold and non-traditional), 70% of internal stakeholders wanted to see the USF brand become a 3 (modern) or higher.

*“What do we lose by being bold? Well, what do we gain by staying the same?” -
Stakeholder Meeting*

SO WE NEED TO FIND
SOME SWAGGER,

TRULY TRANSFORM,

OUR NEW STORY

**AND PROVE WE AREN'T JUST
TALKING ABOUT A NEW ERA—**

AND PROVE WE AREN'T JUST
TALKING ABOUT A NEW ERA—
WE'RE OUTWARDLY AND
ACTIVELY SHAPING ONE.

Step 1

NOW - PRESIDENT GENSHAFI'S SPEECH

Brand identity completed

Brand manifesto book

Brand campaign message platform

Brand launch strategy

Step 2

PRESIDENT GENSHAFI'S SPEECH - HOMECOMING

Finalizing launch campaign concepts and production
Interim brand messaging

Step 3

HOMECOMING - ON

Launch brand campaign
Ongoing campaign efforts

GO BULLS!

BE BULLISH!