

Student Life Division
Program Review Action Plan Progress Summary
 Fall 2022 Update

[] = % of change since last update (rounded)

| Department/Center | Semester of Review | Changes to Date in Response to Program Review | % of Action Items Completed | % of Action Items In Progress | % of Action Items Postponed |
|--|--------------------|--|-----------------------------|-------------------------------|-----------------------------|
| Student Housing and Residential Education (SHaRE) Note: In academic year 2021-2022 SHaRE was reorganized in to two separate departments: 1) Student Housing, and 2) Community Living | Fall 2015 | <ul style="list-style-type: none"> • Senior Director position created and filled • Organization restructure to support strategic priorities • Filled staff vacancies • Re-clarification and communication of role responsibilities for each staff position • Restructured operations area and created two full-time professional positions for occupancy management • Implemented a .25% rate increase to fund two new full-time positions for occupancy management • Identification of annual operational and programmatic cycles for opportunities to adjust • Established regular means for student residents to offer ideas and suggestions • Communicated strategic priorities to key campus partners to identify mutually beneficial opportunities • Re-invigorated summer residential program with focus on securing long-term guests, USF summer programs, and interns from other colleges and universities • Reduced number of beds in Gender Inclusive housing and refined the housing process to help international students better understand the gender inclusive housing option • Maximized opportunities for revenue growth through market evaluation and repricing | 70% [-5%] | 24% [+5%] | 5% [0%] |

Student Life Division
Program Review Action Plan Progress Summary
 Fall 2022 Update

| | | | | | |
|-----------------------------|-----------|--|---------------|---------------|---------------|
| | | <ul style="list-style-type: none"> • Terminated StarRez system normalization process and ensure staff adequately trained on existing functions by outside consultant • Determined ways for Residence Directors and student staff to have larger collective voice in department direction • Incorporate peer feedback component to Resident Advisor evaluation process • Staff at all levels receive cross-training in the use of StarRez housing software and residence directors utilize StarRez to manage room change processes in their buildings. | | | |
| Learning and Writing Center | Fall 2015 | <ul style="list-style-type: none"> • Relocated community programs to the Leo T. McCarthy Center for Public Service • Conducted onsite visits to learning centers at other universities • Development of semester or annual action plans identifying criteria for successful student and tutor learning • Relocated the Center to Gleeson Library to establish a more visible central location, strengthen ADA space compliance, and access to learning resources • Clarified and re-assigned Assistant Director's duties related supervision and oversight of service elements, skill development and mentorship of tutors and student leaders • Professionalized tutor positions with training, team-building, and maintenance of regular hours | 67% [+11%] | 17% [-6%] | 17% [6%] |
| Recreation Sports | Fall 2015 | <ul style="list-style-type: none"> • Re-organized and re-aligned leadership staffing structure and responsibilities | 62% [+5%] | 19% [-19%] | 19% [+14%] |

**Student Life Division
Program Review Action Plan Progress Summary
Fall 2022 Update**

| | | | | | |
|-----------------------------|-----------|---|---------------|---------------|-------------|
| | | <ul style="list-style-type: none"> • Relocated professional staff member responsible for facility operations to the first floor for better oversight of day-to-day operations • Developed student coordinator positions to assist with supervision of student staff and operations oversight • Comprehensive training was established for all student staff and an updated Standard Operating Procedures manual has also been developed • Implemented a branded business casual dress code for professional staff • Evaluated and changed aquatics program schedule to better serve student clubs, programs, and rentals • Creates an all-gender shower, restroom and changing space while funding is identified to create gender neutral upgrades to the locker rooms and restrooms. • Partnered with Student Leadership and Engagement and First Year Programs and Family Engagement departments to build collaboration and support for Welcome Weekend programming • Club Sports and officers of the club sport teams work together to ensure student development opportunities • Added department name, contact information, and an ADA statement to all marketing materials • Department rebranding as “Recreational Sports Department” in marketing and promotion efforts | | | |
| Student Disability Services | Fall 2016 | <ul style="list-style-type: none"> • Created a "giving tab" on the SDS website • Revised program goals and student learning outcomes | 50% [+10%] | 40% [-10%] | 10% [0%] |

**Student Life Division
Program Review Action Plan Progress Summary
Fall 2022 Update**

| | | | | | |
|---|-------------|--|--------------|---------------|--------------|
| | | <ul style="list-style-type: none"> • Implemented administrative and procedural changes to program forms, letters, and intake process • Revised student assistant roles in consideration of budget restrictions | | | |
| Center for Academic and Student Success | Spring 2017 | <ul style="list-style-type: none"> • Increased scope of affinity programs; expanded PACT program to include African-American male and female students, enhanced Muscat Scholars Program to include first generation students who did not participate in the summer program, and direct support of the Black Achievement, Excellence, and Engagement Program • Revamped the Academic Disqualification appeal process • Collaborated with the Center for Teaching Excellence to strengthen faculty advising and enhance coordination with CASA coaching • Evaluated and affirmed current administrative reporting structure for CASA and Student Disability Services • Budgeted for Increased membership involvement with professional organizations to remain apprised of benchmarks and best practices • Revised strategy to better balance the number of students assigned to each success coach and increase assignments to coaches who share similar demographic characteristics or role responsibility for demographics. | 42% [+8%] | 42% [-13%] | 17% [+4%] |
| Career Services Center | Fall 2017 | <ul style="list-style-type: none"> • Hired additional career counselor to provide generalist support to students • Created an action plan for First Destination Survey outcomes and tracking career choices | 38% [0%] | 31% [+8%] | 31% [-8%] |

**Student Life Division
Program Review Action Plan Progress Summary
Fall 2022 Update**

| | | | | | |
|-----------------------------------|-----------|--|---------------|---------------|------------|
| | | <ul style="list-style-type: none"> • Communication with the appropriate university leadership to ensure a sustainable data management process • launched student clubs partnership program to support special student populations that require customization of resources • Provided more tailored guidelines for specific student populations online and in digital materials | | | |
| Student Leadership and Engagement | Fall 2017 | <ul style="list-style-type: none"> • Changed staff structure including creation and hiring for new Associate Director and Assistant Director positions. Marketing responsibilities were moved from the Director to Associate Director to allow time for department administration for the Director. • Department collaboration in the development and implementation of an expanded student leader retreat for the Division of Student Life focused on exploring Ignatian values and the University mission. Ignatian values and University mission were also explicitly addressed in the on-boarding process for Graduate Interns. • Reevaluated and made changes to the staff salary funding structure • Created a comprehensive educational experience for the Graduate Interns including enhanced training, support, and development • Developed values statements and defined a common mission and purpose. • Held a facilitated staff retreat for professional staff • Increased frequency of Student Engagement unit meetings to bi-monthly meetings with focus on building personal and professional connection | 76% [+12%] | 24% [-12%] | 0% [0%] |

Student Life Division
Program Review Action Plan Progress Summary
 Fall 2022 Update

| | | | | | |
|--|-------------|--|---------------|---------------|---------------|
| | | <p>between individual staff members and departments within the unit.</p> <ul style="list-style-type: none"> • Canvas online learning management system portals and modules were created for graduate and undergraduate student organizations to support efficiency and consistency in processes and information. | | | |
| Counseling and Psychological Services | Spring 2018 | <ul style="list-style-type: none"> • Created and filled additional staff psychologist position for substance abuse • Sheltered CAPS from Fiscal Year 2019-2020 budget cuts | 29% [+14%] | 43% [-14%] | 29% [0%] |
| Health Promotion Services | Fall 2018 | <ul style="list-style-type: none"> • Implemented Med+Proctor software system and integrated with Banner to automate removal of student registration holds • Developed template and process for program and outcome evaluations • Confirmed congruence between staff role responsibilities and professional passion areas • Format of the Biennial Review Report has been updated to minimize feedback or fines should the university be audited • Insurance negotiations relocated to Business and Finance • Formation of a marketing working group to strengthen marketing a communications efforts. • Restructuring of peer education programing model and oversight. | 69% [+6%] | 13% [+6%] | 19% [-13%] |
| Cultural Centers Note: Percentages reflect a correction in reporting from 2020 | Spring 2019 | <ul style="list-style-type: none"> • Developed learning outcomes for student leader trainings, conducted post-training surveys based on learning outcomes, and analyzed the results • Connected learning outcomes Student Life Learning Outcomes | 53% [+35%] | 29% [-35%] | 18% [0%] |

**Student Life Division
Program Review Action Plan Progress Summary
Fall 2022 Update**

| | | | | | |
|--|-----------|---|---------------|---------------|------------|
| which included status for additional action steps not included in the recommendations but reported by the Centers. | | <ul style="list-style-type: none"> • Creation of a new postcard communicating identity, services, and people served by the Cultural Centers and increase communications with staff for understanding the department and resources • Created and connected learning outcomes for internships to USF strategic plan • Implemented a revised and Open House model to provide separate Open Houses for faculty, staff, and students respectively | | | |
| Office of Student Conduct Note: Percentages reflect a correction in reporting from 2020 which only reported on 3 recommendations. There are 4 recommendations. | Fall 2019 | <ul style="list-style-type: none"> • Code of Conduct was reviewed and revised and schedule for periodic review has been set to occur every 3 years. | 50% [+25%] | 50% [-25%] | 0% [0%] |
| Public Safety | Fall 2019 | <ul style="list-style-type: none"> • Formalized/Structured Meetings & Performance Review Process • Expansion of Emergency Management • Promoting from Within the Organization • Memorialize Current Practices/Documentation • Identifying Training Needs | 40% [+20%] | 60% [-20%] | 0% [0%] |