

CONSOLIDATED ANNUAL REPORT DIVISION OF STUDENT AFFAIRS FY 2002-03

Students' out-of-class experiences aid them in developing knowledge and skills that are consistent with the educational purposes of a university. The overarching goal of the Division of Student Affairs is to enhance the learning environment for students at The University of Georgia. The Office of the Vice President for Student Affairs and the Division's departments/units—Dean of Students (including Greek Life, Judicial Programs, Student Leadership Center, Minority Services and Programs) Disability Services, Learning Disabilities Center, Recreational Sports, Student Activities, Student Financial Aid, Student Life Studies, University Health Center (including the Counseling & Psychological Services), University Housing, and University Testing Services—are responsible for planning and implementing educational programs and services that are essential to the retention of students; integral to the promotion of a diverse educational community; indispensable to the achievement of educational goals; and vital to the cultural, social, moral, intellectual, and physical development of students.

A. Highlighted Achievements

Five Most Significant Achievements

- The East Campus Village project is underway with anticipated completion Fall 2004. Upon completion 1,200 additional beds will be added.
- Student Affairs secured a \$1 million gift--the largest ever to the student leadership endowment--from Jack and Jane Head.
- The Student Leadership Center redesigned the structure and content of The BIG Event, to include more student staff and a revised curriculum. The program was renamed DAWG CAMP DISCOVERY. An innovation to the program is an optional outdoor adventure component, DAWG CAMP ADVENTURE, which was jointly designed and implemented with the Department of Recreational Sports.
- The hiring of the new Director of Student Affairs for UGA-Gwinnett enhanced collaboration among Georgia Perimeter College, the University Center at Gwinnett, and several UGA departments (e.g., Student Financial Aid, Student Activities, Health Services, Career Center, Admissions, and Registrar). In the first year of operation, the Director initiated or collaborated with other units in creating several new programs and services, which are described throughout the various sections of this report. Findings from new assessment initiatives implemented by the Director indicated that UGA-Gwinnett students were generally happy with their experiences and had experienced no notable difficulties with existing Student Affairs programs or services. Students indicated

an interest in a variety of potential student affairs areas, including leadership and student organizations, health services and information, and evening childcare.

- The Division of Student Affairs successfully completed Administrative Program Review for 8 of its units: Disability Services, Learning Disabilities Center, Recreational Sports, Student Activities, Student Financial Aid, University Health Center, University Housing, and the Office of the Vice President (other units were recently established/reorganized and were not evaluated). This review was implemented under the new UGA Program Review Policy for Administrative Units. It was an essential component of fulfilling SACS recommendations and successfully completing the University's third follow-up response to SACS.

B. Strategic Plan Changes

- During FY 2002-2003 no changes were made to the Division's listing of Benchmark Performance Indicators of the University's Ten Year Strategic Plan, as prepared February 2001.

C. Strategic Plan Progress (Unit Level)

Enhancing the Student Learning Environment

Expand Student Leadership Programs

- A \$250,000 gift from the H. Gordon and Francis S. Davis family was secured to endow the S.O.A.R. (Student Organization Achievement and Recognition) Awards program.
- Through the Disability Services Office, Leadership Education Advocacy and Disabilities (LEAD) began a mentoring program in Oconee County Middle School and presented information to parents and teachers regarding disability issues. Sound Off, a student organization, mentored deaf and hard of hearing students in the Athens/Clarke County schools.
- The Student Judiciary Outreach Team expanded and refined its efforts. Student leaders of this group now proactively develop and implement programs, in anticipation of students' needs. Previously they conducted programs on an ad hoc basis. During spring 2003, they conducted an alcohol issues program and have plans to expand programming in other areas related to the judiciary.
- The activities of the sixteen-member Student Health Advisory Committee (of UHC) provided a number of opportunities for student members to develop leadership skills this past year. Chairing committees, leading Health Center projects, developing materials for student education on health-related topics were examples of these activities.

- The syllabi for credit courses taught by the University Health Center staff, ECHD 3010 and FDNS 5800, were revised to include both new content and new teaching strategies. A core curriculum for these courses, which teach peer educator skills, was developed. A team approach in teaching the curriculum was also developed. Student response to the revised syllabi and team teaching strategies was excellent.
- The Sophomore Leader's Circle, sponsored by the Greek Life Office, expanded programming to include a new session on conflict resolution.
- Minority Services and Programs (MSP) assisted 17 students in attending the Black Leadership Conference. It sponsored a BAC New E-board officer's retreat, a BAC Entrepreneur Program, and continued its leadership training programs for all MSP student organizations, which included budget training.

Expand/Enhance University Housing Facilities

- Myers Hall was taken offline Spring 2002 for renovation, yielding a total occupancy of 5,461. Upon completion, Fall 2003 maximum occupancy will be 5,867.
- Building A in Family and Graduate Housing was closed for renovation Fall 2002. Twenty-four apartments were taken offline resulting in a drop in total units from 576 to 552.
- Disability Services made accessibility recommendations to Housing for incorporation into the Myers Renovation project.
- The Disability Services Office facilitated securing ADA funds to improve housing accessibility (e.g. a walkway from Creswell to Bolton and numerous curb cuts). It also consulted with East Campus Village staff and the State ADA Coordinator regarding architectural access.

Increase Student Center Facilities & Services

- The conceptual phases of the Ramsey Student Center aquatic and leisure park were completed. The plan currently includes a leisure pool, spa, lap pool, diving well, skating park, jogging trail, climbing wall, locker rooms, and offices.
- Wireless technology and other technological and computer-related enhancements were completed in Tate and Memorial; see details in technology sections of this report. The Campus Reservations Office completed its first year of campus-wide scheduling. The Student Activities Business Office expanded services to include passport and INS photo services, which were services previously performed by the Georgia Center for Continuing Education.

- The Disability Services Office, in consultation with the Student Activities Office, facilitated upgrading the automatic doors at the Tate Center and placement of ADA signage throughout the building.
- A preliminary planning process was undertaken for the purpose of completing a proposal to expand the Health Center. Working with the Office of Campus Architects and the architectural firm of Perkins and Will, a feasibility study, which will present exterior sketches, location, and representative floor plans, will be completed by July 2003. It is hoped that Board of Regents approval to proceed with hiring an architect firm to design the expansion will be obtained in the fall of 2003.

Expand Use of Technology to Enhance Access to Services/Programs

- The Office of Student Financial Aid (OSFA) saved \$40,000 by converting the paper award letter process to electronic notification. Other paper processes have also been converted electronically and made available through the Internet.
- The OSFA opened its new Student Resource Center with 6 machines and printers, which were funded by the Student Technology Fee. It provided students opportunities to apply for aid, search for scholarships, and print copies of their Award Letters as needed.
- The Tate Center and Memorial Hall now have wireless capabilities. Student organizations housed in Tate and Memorial received new computers through technology fee funding. Computer stations were added in the lobby of Tate Center for students to check their e-mail and to access University Web pages.
- During the FY 2003 fiscal year, considerable emphasis was placed on security of electronic information at the Health Center. The protection of medical and financial information for students and other patients was given the highest priority in allocation of resources. The requirements placed on the Health Center by the Health Insurance Portability and Accountability Act (HIPPA) further impacted the need to place security of electronic information at the highest level of priority. Examples of security measures taken were: installation of an enterprise-wide firewall, network address translation for each computing device on the Health Center network, and a managed intrusion detection system for monitoring both internal and external network traffic for suspicious patterns, which may indicate a network or system attack. Additionally, a managed version of Symantec's Norton Antivirus software was installed on every computer and on the Health Center's e-mail server. Internal and external Web servers were physically separated, and the internal Web server was placed on the Health Center side of the firewall.

- The following units significantly enhanced their Web sites:
 - The Health Center added a Q&A for parents to its Web site. Information for use by students, faculty, and staff on suicidality and suicide prevention was incorporated as a link to the CAPS page. Information on current health issues, e.g., SARS, was also added.
 - Recreational Sports completely retooled its Web site this year, resulting in a more useful, interactive, and service-oriented Web page. In addition to the improved usefulness, each element can be updated by the respective programmer, which makes it much more accurate and timely.
 - The Vice President's Office developed a new Web portal interface for the Division of Student Affairs and linked the design of new OVPSA pages to that of University's new home page. A new added feature was an electronic suggestion box to offer an electronic means of providing feedback to the vice president.
 - The Dean of Students Office developed a new Web site, including sites for Judicial Programs, Minority Services & Programs, Student Leadership Center, and Greek Life. University Judiciary applications were made available online for the first time during FY 2003.
 - University Testing Services created a new Web site.
- With federal funds from the Learning Technology Grant, Disability Services upgraded a computer in the Student Leadership Center with adaptive technology (i.e., hardware and software), and it placed adaptive technology in various computer labs across campus for students with disabilities. Labs included the Main Library, Ramsey, Creswell, College of Education, and other academic programs
- Greek Life, in cooperation with EITS, enhanced men's recruitment by developing a new computer program.
- University Testing Services constructed a new database for managing services and established a room for computer-based testing. It consists of 3 computers and a control room.
- The Learning Disabilities Center (LDC) completed an eCore and WebMBA Pilot Project for students with disabilities, initiated in July 2002. The number of requests for accommodations and services were commensurate with the percentage of students with disabilities on college campuses. With Student Technology Fee funds, the LDC (service component) purchased computers to

allow for student access to exams given online. In addition, various assistive technologies were upgraded to enhance screen reader and voice input capabilities on computers in the LDC computer lab. This provided greater access when administering test accommodations and also provided for the means to educate and train students to use assistive technology. The LDC Service Division also worked in collaboration with Terry Brewer in EITS to place an accessible computer station with a scanner and screen reader in Aderhold Hall for use by a doctoral student completing his written preliminary exams.

D. Strategic Plan Progress (University Level)

Building the New Learning Environment

Renovate/Upgrade Residence Life Facilities

- The Department of University Housing believes in supporting an extensive renovation and preventative maintenance program. An estimated \$1,716,793.69 was spent on facility projects for the Department of University Housing. The following is a sample of projects conducted during the 2002-2003 academic year.
 - Residence Halls:
 - A closed circuit TV security system was installed in the Russell Academic Center.
 - Modifications to secure the basement of Creswell Hall, including new door hardware and keyed elevator access were performed.
 - Kitchens on 3rd, 5th, 7th, and 9th floors of Brumby Hall were renovated
 - 406 renovated rooms will be brought back online fall 2003 with the completion of the Myers Hall renovation.
 - The HVAC ductwork in Oglethorpe House was cleaned.
 - Various portions of the exterior of Family Housing buildings M & N, McWhorter and Rutherford halls were cleaned, caulked, and painted.
 - The asbestos tile removal program continued with the abatement of 150 rooms of VAT floor tile.
 - The Russell 3rd and 7th floor kitchens were renovated.
 - Oglethorpe House sprinklers were installed and are operational.

- Brumby elevators, supporting equipment, and interiors were completely renovated.
 - A centralized fire alarm maintenance/trouble-monitoring system was installed and is currently operational.
 - Oglethorpe House interior was significantly upgraded this year on four floors including door and frame replacements, bathroom exhaust fan timer switches, interior painting, and drop ceiling replacement.
 - Oglethorpe House fire safety system was upgraded with a new fire alarm panel and magnetic door holders on all elevator lobby doors programmed to close on building alarm.
 - A total of 23,072 work order requests were called in and completed during the 2002-2003 academic year.
 - Carpeting was installed in the Reed programming room.
- Family and Graduate Housing:
An estimated \$550,000 was spent on facility projects in Family and Graduate Housing. The following projects were completed during the 2002-2003 school year:
- LRE Internet connections to apartments- \$250,000 (estimate)
 - Building M&N exterior painting- \$22,000
 - Building P&Q exterior painting- \$30,000
 - Building M HVAC replacement \$50,000
 - Building H building laundry \$40,000
 - Replacement washers& dryers Brandon Oaks \$10,000
 - Replacement stoves \$15,000
 - Replacement refrigerators \$30,000
 - Replacement University Village A/C units \$10,000
 - Changing electrical distribution \$40,000
 - Roger's Road and Brandon Oaks
 - Installation of selected counter tops \$12,000
 - Replacement of Brandon Oaks carpet \$25,000
 - Sidewalk improvements near E,F,G buildings \$16,000

Enhance UGA Living/Learning Community

- Approximately 600 housing residents participated in the following initiatives for enhancing the living/learning environment:

- The Academic Enhancement Satellite Office in Brumby Hall—sponsored with the Division of Academic Enhancement—Freshman College Summer Experience-sponsored with the Division of Academic Enhancement
- Franklin College of Arts & Sciences Academic Advising Centers in Brumby, Creswell, and Russell Halls-sponsored with the Franklin College of Arts and Sciences provided advising services for students living in Brumby, Creswell, and Russell high-rise residence halls.
- Franklin Residential College-sponsored with the Franklin College of Arts & Sciences
- French Language Hall-sponsored with the Department of Romance Languages
- Honors Program Housing Magnet-sponsored with the Honors Program
- Spanish Language Hall-sponsored with the Department of Romance Languages.
- Examples of other University Housing academic initiatives were the following:
 - “Brumby Buddies” connected 22 faculty and staff members with residents in Brumby Hall for a dinner and several informal, face-to-face gatherings. This program was supported by the UGA Parents and Families Association.
 - Creswell SMARTEES (Starting Meaningful Academic Relationships to Enhance Every Student’s Success) was designed to help Creswell residents adjust to the academic climate and to increase faculty and staff presence in the hall. There were four components to this program: (1) academic oriented programs presented by faculty and staff, (2) bi-monthly academic newsletter, (3) recognizing students’ academic performance, and (4) providing peer tutoring three nights each week via the Office of Academic Enhancement. This program was supported by the UGA Parents and Families Association.
 - “Mell/Lipscomb Community Colleagues.” Each resident assistant asked a faculty/staff member to participate in the program. Six faculty/staff members each presented a program to the residents on the floor and attended a dinner with several residents. An end-of-the-year reception completed this program. This program was supported by the Southeast Association of Housing Officers (SEAHO) organization grant.
 - “Russell Last Lecture.” Russell residents were invited to nominate a faculty member that impressed them. Out of these nominations, a faculty

member was asked to give a lecture as if it were the last lecture of his or her career. A small reception followed the lecture. Dr. Peggy Brickman from Biological Sciences was selected.

- Visiting Artists and Scholars. Visiting Artists and Scholars sponsored by the Center for the Humanities and Arts lived in the Brumby guest apartment and participated in activities with residents. During 2002-03, approximately 140 students attended lecture/discussions held by these scholars: Jacob May, Linguist from Denmark, Herbert Lindenberger, Avalon Foundation Humanities Professor Emeritus, Stanford University; Paul Cox, film maker from Australia; Dana Gioia, poet; Carlos Orta, Italian film maker; and Epsilon Brass Ensemble from Canada.
- Visiting In-House Professionals (VIP) are successful people in careers of interest to residential students. VIPs lived in the residence halls, ate in campus dining halls, attended campus events and had contact with students in formal and informal settings over the course of a 3-4 day visit. Carl Cherland, a choral music conductor on sabbatical from Luther College in Regina, Saskatchewan was the featured VIP.
- Faculty in Residence program allowed a visiting faculty member to live in the residence halls and become involved with the students in the hall. Meredith and Carl Cherland were the first participants in the Faculty in Residence program. Meredith was a visiting professor from Regina University in Saskatchewan and consulted in the College of Education.
- Several academic courses were taught in the residence halls during FY2003:
 - ECHD 3010 Peer Helping. (Fall, 2002 -8 sections- 90 participants) (Spring, 2003 -1 section- 7 participants)
 - UNIV 1120 IT Literacy (Fall, 2002 -9 sections) (Spring 2003 -8 sections)
 - ENGL 1101 (Fall, 2002-2 sections)
 - ENGL 1102 (Spring, 2003- 2 sections)
 - ENGL 4830 (Fall, 2002-1 section)
 - Freshman Seminars (Fall, 2002-5 classes) (Spring, 2003- 3 classes)
- The following classroom facilities were supported by University Housing:
 - Computer labs in Brumby, Creswell, Oglethorpe, and Russell halls were utilized for academic classrooms during designated times.
 - Conference rooms in Brumby and Creswell Halls were utilized for academic classrooms during designated times.

- Russell Academic Center provided classroom support by accommodating courses taught in Russell Hall, two wireless classrooms, quiet study area, and Academic Advising offices.
- The Learning Disabilities Center (LDC) obtained a \$7,000 grant from the Woodcock-Munoz Foundation for instruction and research. Additionally, LDC provided accommodations and services to 364 students: 42 during summer semester 2002; 164 during fall semester 2002; and 158 during spring semester 2003. A range of legally mandated accommodations was provided, (e.g., some of the most frequently used accommodations were: 242 note takers were identified and provided for 229 students with learning disabilities; 255 students were provided test accommodations for a total of 1916 different tests accommodated). LDC testing administration provided students use of a private room 232 times; a quiet room 391 times; a word processor 250 times; extended time (double time) 601 times; extended time (time and a half) 839 times; a reader 132 times; and spell check 158 times. An additional 362 miscellaneous tests were scheduled for departments, 101 Regents exams, and 235 different required readings were provided in alternative format for 64 students with LD.

Minority Recruitment Initiatives

- The Department of University Housing sponsored several events in support of this area:
 - The annual Diversity Awareness Week at Georgia (D.A.W.G. Days) contributed to the creation of an open and more welcoming environment for students of diverse backgrounds.
 - The Continuing the Legacy of African-American Students (C.L.A.S.S.) program offered specialized events and academic enhancement opportunities for on-campus African-American students.
 - Housing Staff volunteered over 20 hours in the Admissions Office making call-outs to admitted minority students.
 - Housing staff participated in admitted student receptions.
 - Housing staff hosted a tour of the Family and Graduate Housing apartments in conjunction with the Office of Recruitment and Retention during a Minority Graduate recruitment week.
 - Selection of graduate and professional staff entailed advertising positions on list-serves for minority groups and at institutions with large minority populations.

- At the University Health Center, minority recruitment initiatives resulted in the hiring of two additional clinicians. The UHC now has four African American clinicians on its staff. Given the small percentage of African Americans choosing these professions, the Health Center is grateful for this improvement. Total number of minorities increased by 17 percent, bringing the percent of minority staff at the Health Center to 16 percent, including permanent and hourly staff
- The Student Leadership Center contacted incoming minority first year students via direct mailings and telephone to increase their awareness of and to specifically recruit them for DAWG CAMP. Most of the Leadership Center's other programs have a higher percentage of minority participants than the overall campus average.
- Minority Services & Programs actively participated in the Mary McCloud Bethune Middle School Career Day. Staff facilitated selecting hosts for the admissions office to serve on the High School Outreach team. MSP also worked with the Greensboro Mentoring program for high school students; a component of the program concludes with a weekend at UGA for a select group of juniors and seniors in the fall.

Renovation/Addition to Tate Center

- New and better lighting was added to enhance Tate Center lobbies. A new roof was put on the Tate Center. The Business Office and UGACard production areas were expanded. Student organization offices were furnished with new furniture, and the Tate Gallery was enhanced, so it could be used as meeting space.

UGA-Gwinnett Facilities and Programs

- The Office of Student Financial Aid (OSFA) was very involved in the analysis, development, and implementation of the UGA-Gwinnett operation. In cooperation with Student Affairs at UGA-Gwinnett a telephone hotline for Student Accounts was created, which permitted students direct, free access to Student Accounts staff in Athens. This line was housed in the OSFA and was used in conjunction with computers in the Student Resource Center at UGA-Gwinnett. Also, in collaboration with Student Affairs at UGA-Gwinnett, Career Center, and OSFA at Gwinnett, UGA-Gwinnett became a beta test site for the new on-line Federal Work Study placement program, DawgTRAK.
- Health Center staff explored the need for health and counseling services at UGA-Gwinnett. Discussions involved the Director of Student Affairs for the Gwinnett Center and the Associate Provost for Institutional Effectiveness.
- Disability Services conducted a survey of UGA-Gwinnett buildings for accessibility and made recommendations regarding classrooms and facilities modifications. It conducted a technology access survey and provided continuous services to UGA-

Gwinnett students with disabilities. More than 70 hours during Fall 02 and Spring 03 were provided in collaboration with UGA-Gwinnett staff.

- In response to student needs, Student Affairs at UGA-Gwinnett collaborated with relevant units in effectuating the following:
 - A process whereby UGA-Gwinnett students could form recreational sports teams through Gwinnett County Parks and Recreation
 - A policy to guide conditions under which students may petition to charter a Greek-letter organization at Gwinnett
 - A process for issuing the (UGA Card) in Gwinnett. One hundred fourteen cards were produced for UGA-Gwinnett undergraduates during fall and spring semesters.
 - A process for transferring funds to GPC, allowing UGA-Gwinnett students to access GPC programs, facilities, and organizations (as appropriate).
 - Programs and services to increase student and staff awareness of the student code of conduct, in consultation with the Judicial Programs Office.

Endow Leadership Programs

- The Student Leadership Center was successful in securing two substantial gifts this year. The Head family donated a \$1,000,000 gift to the primary, perpetual endowment. It will primarily support the growth and development of Dawg Camp. H. Gordon and Francis S. Davis donated \$250,000 to support the S.O.A.R. Awards program.

Research Investment. Increase graduate student enrollment and increase competitiveness of graduate stipends and fellowships

- The Division of Student Affairs, in cooperation with the College Student Affairs master's and doctoral programs, made UGA more competitive in recruiting the most talented graduate students for its programs and assistantships by continuing its early interview/selection process, enhancing the Web-based application process, and centralizing the on-campus interviewing process for assistantships within the Division.
- The Learning Disabilities Center, through its Regent's Center for Learning Disabilities (RCLD) completed 4 research articles (with graduate students) related to college students with learning disorders. These articles have been submitted for peer review. Additionally, RCLD staff provided 900 hours of training with graduate students. RCLD staff published 3 journal articles, 6 chapters, and 14 national and international presentations. RCLD, the College of Education, and the College of Arts & Sciences developed a partnership to develop further training opportunities for graduate students and graduate faculty.

Competing in the Global Economy. Web-based access for students: Full
Anywhere/Anytime Web-Based Support for Students

- The Office of Student Financial Aid's electronic award letter and application tracking screens can now be accessed from anywhere there is Web connectivity.
- University Housing implemented several Web-based services:
 - A Beta version of web access e-mail work order system was made operational in one community with other communities slated for operation early summer 2003.
 - Housing staff, AIS, and the Bursar's Office worked collaboratively to create and implement a new online student accounts system.
 - WebCam was installed in Myers Hall.
 - The assignments area converted the application and reapplication processes to a fully online procedure yielding a more convenient and more efficient system.
 - The Housing web site was updated to include things such as virtual tours of various housing facilities, housing application information, professional and graduate selection applications, and Departmental research reports.
 - Online summer courses for both RAs and CAs were created utilizing an ACUHO-I multi-media grant of \$1000.
 - University Housing funded and constructed, through UGA's Physical Plant, two technology huts, which will house equipment purchased by the department.
 - The fiber optic connectivity project will be completed summer 2003, and delivery of Internet connectivity to apartments will be completed by Fall 2003.
 - The recruitment and selection of professional and graduate staff was conducted utilizing an electronic CD brochure. Electronic brochures were distributed to various universities, as well as to candidates who were interviewed at professional conferences. The new process saved the department over \$5,000.
 - A Graduate Assistantship position was created to aid staff with the integration of technology into daily practices and regular departmental processes.

- Housing 12 was upgraded to a more advanced technology system providing better picture quality to residents. Additionally, Housing 12 enhanced the use of G-TV, the student production aspect of Housing 12.
 - The array of cable channels was expanded to include several HBO options for residents.
 - A website for staff was created to promote training, recognition, quality initiatives, etc. Full implementation and utilization is anticipated for the 2003-2004 academic year.
- Student Activities Web-enabled the University Student Handbook, forms required by Student Activities, and other handbooks used by student organizations and departmental advisors.
 - The Health Center information technology staff, in collaboration with other Health Center staff, were involved in the process of developing several Web-based options for use by students in accessing Health Center services. These included completing patient registration information, making clinic appointments, and requesting prescription refills.
 - Disability Services initiated and implemented a program designed to expose and repair barriers to Web site accessibility for Student Affairs departments, and it collaborated with EITS in the creation of Web site access guidelines

E. Public Service & Outreach Contributions

Activities for enhancing educational access, recruitment of students, faculty, and staff, and/or sustained pre-collegiate programs

- Student Activities collaborated with Admissions, Orientation, and Academic Enhancement in providing space, staff, and technical support for their programs in the Tate Center and Memorial Hall. Various staff served on committees for Black History Month, Women's History Month, Freshman College Summer Experience, Commencement, Convocation, Honors Day, and other campus-wide programs and events.
- The Dean of Students and his staff regularly attended recruitment meetings for minority parents and students who were considering enrollment at UGA. The Dean of Students and his staff were also featured in several career-related events for minority students that were sponsored by the Career Center.
- The Office of the Vice President for Student Affairs (OVPSA) sponsored a reception for parents attending Summer Orientation. This provided parents a

chance to meet student affairs professional staff from a variety of units, so they could ask questions in a one-on-one, informal format. This complemented the many panels scheduled throughout Summer Orientation, on which student affairs professionals served.

- The OVPSA hosted the New Professionals Institute for the second year, and on behalf of the Southern Association of College Student Affairs (SACSA) and the National Association of Student Personnel Administrators Region III (NASPA Region III). This institute provided professional development education for approximately 50 new professionals in the field of student affairs. While visiting UGA, these professionals interact with staff and faculty from the region (including UGA staff and faculty) and often inquire about employment at UGA and its graduate programs in student affairs.
- Disability Services Staff attended high school college fairs and DS staff made presentations at the First Year Experience, Vocational Rehabilitation Office, and other community organizations dedicated to the success of students with disabilities. A Specialist-on-Call system was revised to provide more personal contact with prospective students and families.
- The Learning Disabilities Center (RCLD staff) presented five workshops that related information about "reasonable" accommodations at the postsecondary level, differences in the statutes governing K-12 Individuals with Disabilities Act (IDEA) and the Postsecondary Section 504 of the Rehabilitation Act and the Americans with Disabilities Act (ADA), ADHD, and other issues. Approximately 350 people were served, namely high school guidance counselors, administrators, middle school and high school teachers, psychologists, parents, disability services providers, and vocational rehabilitation counselors.

Activities for promoting student, staff, or faculty participation in civic life and/or service learning

- Student Activities advised Communiversities, which is UGA's student volunteer services organization. Approximately 1200 students participated in programs ranging from Big Brothers/Big Sisters, school tutoring, and Adopt-A-Grandparent to Alternative Spring Break trips across the state and region.
- The students and staff of the Georgia Outdoor Recreation Program (GORP) teamed up with the Athens-Clarke Leisure Services Department to sponsor an Eco-Adventure Race and a Greenway clean up.
- The Greek Life Office advised student organizations that have philanthropy and service learning as components of their organizational missions. For example, Dance Marathon raised more than \$175,000 for Children's Healthcare of Atlanta. Some other examples of Greek-letter societies' support of community service

organizations were Relay for Life, clothes drives and car washes for Goodwill, Athens Boys and Girls Club, American Red Cross (\$1600 donation), and individual chapter programs for community agencies.

- Disability Services intervened to assure an alternate means of voter registration was available. It assumed responsibility for raising a future guide dog for a visually impaired individual, and the LEAD organization routinely visited classrooms and departments across campus to promote awareness of disability issues.
- The organizations advised through the Student Leadership Center increased their visibility and service to the University and community. The Arch Society and The Leadership Resource Team expanded their membership and the number of programs and service hours completed this year.

Activities for enhancing student, staff, or faculty learning related to campus safety

- The Vice President for Student Affairs established a task force to investigate risk as it relates to students and their organizations and activities. As part of its efforts, a consultant, Kim Novak, from Texas A & M University, conducted a full-day workshop for task force participants and presented a luncheon discussion for all directors and interested Student Affairs professionals, which increased awareness of risk issues within the Division. The final report of the task force is pending.
- Housing implemented several programs for enhancing learning about safety:
 - A departmental manual for safety is being developed to use with all levels of professional and student staff.
 - PAW (People Are Watching) Week, to promote safety awareness, was conducted at the beginning of the fall semester.
 - Housing staff participated in a campus lighting survey.
 - Housing staff continued to work with ESD on the Emergency Response Team and are currently developing an emergency plan for Housing facilities.
 - Family and Graduate Housing hosted new student orientation day in which a Public Safety officer came and spoke to new residents about safety in the apartment areas.
 - Multiple programs on personal safety were conducted by resident assistants.

- Information flyers were created and posted in halls warning residents during high alert times.
- Housing 12 was used throughout the year as a tool for distributing safety tips, and safety warnings.
- Maintenance and custodial employees within the department were trained on topics of safety including but not limited to asbestos awareness, blood-borne pathogens, and right-to-know policies.
- The department implemented a Night Security Program, increasing the safety and security of residence halls and residence hall students.
- The University Health Center further developed its disaster preparedness during the past year, building upon the work of the prior year. A Health Center committee, working in collaboration with the community disaster planning group and the UGA Emergency Response Team, developed the Health Center's response to the Homeland Security Threat Levels for appropriate implementation. Also, essential medical supplies and equipment for use in a disaster were added to the Health Center's inventory.
- All Health Center staff were trained in disaster response procedures, and an incident command structure was established for implementation in the event of a disaster.
- The University Health Center devoted considerable attention toward developing a UGA response to a suspected or probable case of Severe Acute Respiratory Syndrome on campus. Collaborating with the Office of International Education and the Department of Housing, response plans continue to be refined using the Centers for Disease Control recommendations as guidelines.
- The Judiciary Outreach Team of the Judicial Programs Office sponsored training and informational programs for students and faculty on safety, as it related to a variety of student conduct issues.
- Panhellenic Council maintained a Safety in Sisterhood Committee, which held informational programs for Sorority members, and the Greek Life Office sponsored several educational programs on sexual assault, hazing, risk management, alcohol and substance abuse, and women's and men's health.
- Per federal guidelines and as related to judicial matters involving students, Judicial Programs tracked and reported statistics regarding campus safety issues.

- Disability Services (DS) placed evacuation chairs in classroom buildings across campus. A DS staff member regularly attended the Student Incident Response Panel (SIRP) meetings. DS reviewed and revised an evacuation plan for Clark-Howell Hall and consulted with Residence Life. DS supervised the expenditure of approximately \$500,000 to improve architectural access across campus (e.g., curb grades/slopes of ramps, widening of doorways, upgrades of elevators, sidewalks, upgrade of automatic doors, restrooms, and ADA signage).

Activities that extended the learning environment beyond the Athens Campus

- Student Activities worked on the task force that examined possible UGA student activity fees for Gwinnett. It partnered with Georgia Perimeter College and UGA-Gwinnett staff to expand UGACard services for UGA-Gwinnett students. It also provided mental health care workers in northeast Georgia with a one-day diversity training workshop through International Student Life.
- Leadership UGA created programs in conjunction with Synovus Corporation, CNN, LEAD Athens, and the UGA Police Department. The Leadership Resource Team presented six programs for Project READY in the Clarke Central High School. They also started working with Outward Bound and presented several programs to their students at UGA.
- The UGA LeaderShape Institute has been sponsored by Chick-fil-A for the past three years. The Institute invited guest leaders from across the state to interact with students. These leaders ranged from the mayor of Athens to the President of UPS.
- The Arch Society hosted several events on campus and around the state including; Legislative Day, Chancellor Meredith's Inauguration, Governor Perdue's Inauguration, Economic Outlook, Board of Regents campus visit, and Youth Leadership Athens.
- Several departments provided services or programs to extend the learning environment to the Gwinnett University Center (see above).

Activities that enhanced research in health care prevention as related to cancer, substance abuse, obesity, or other community-based participatory research

- The Health Center collaborated with the Medical College of Georgia Department of Family Medicine for the second consecutive academic year in conducting a research project on the Human Papilloma Virus (HPV). The goal of the research was to develop a vaccine for the prevention of HPV 16 and 18, both causative agents for cervical cancer. The Health Center's Women's Clinic was the site of the research study, with UGA women student volunteers participating in the

research. The research study is entitled "Study of the Efficacy of an HPV 16/18 VLP Vaccine in the Prevention of HPV 16 and/or 18 Cervical Infection in Healthy Adolescent and Very Young Adult Women."

- A new program developed by the Health Center in the summer of 2002 and implemented during the 2002-2003 academic year was the Relationship and Sexual Violence Prevention and Response Program, known as RSVP. This program, provided through the Health Center's health promotion department, focused on preventive education and coordination of intervention services for students and their spouses where relationship or sexual violence had occurred. The Health Center is considering campus-wide coalition of faculty, staff, and students who might serve in an advisory capacity toward promoting a safer campus environment for all students and a standard of zero tolerance for relationship and sexual violence.
- Judicial Programs worked in conjunction with Health Promotions staff and Housing staff to develop an outcomes assessment for Alcohol and Other Drug violation sanctions. The pilot project will be initiated in summer of 2003 with full assessment beginning during the Fall 2003 semester.
- Through programming offered by the Greek Life Office and coordinating bodies, such as Panhellenic, IFC, and NPHC, several programs were offered in chapters and across the Greek system focusing on health care prevention issues. Some programs offered participants opportunities to participate in related research studies.

Activities that enhanced international civic engagement opportunities for students, faculty, and staff

- The Department of University Housing supported this effort in a wide variety of ways:
 - D.A.W.G. Days, a week of diversity awareness programs, was once again sponsored by the Department of University Housing. Programs included: Patchwork of Cultures, Hillstock (music arts festival), Pedro Zamora Horizons Award and Program, International Potluck Dinner, and Religious Kaleidoscopes.
 - English language classes for Hispanic staff members.
 - Spanish-speaking classes for English-speaking staff, to increase communication with Hispanic staff members.
 - The Residence Life staff provided multiple programs that addressed issues of culture and increased ethnic understanding.

- One Housing employee participated in Semester at Sea Program Fall 2002 and conducted presentations on cultural understanding Spring 2003.
 - Co-sponsored Family and Graduate Housing Orientation day for new Family and Graduate Housing residents with International Student Life.
 - Family and Graduate Housing co-sponsored a pool party with International Student Life for new International students at the University.
 - Family and Graduate Housing held an International Pot Luck dinner for Thanksgiving. All residents, particularly international residents who were not able to travel during the holiday, were encouraged to attend.
 - Family and Graduate Housing hosted Family and Graduate Hall Council International Potluck dinner and learned about different international traditions in conjunction with D.A.W.G. Days.
 - Family and Graduate Housing hosted with Family and Graduate Hall Council an International Coffee hour in conjunction with International Student Life and the Korean Play Association.
 - The Department worked collaboratively with International Student Life Office during the fall orientation program.
- Numerous programs and activities were sponsored by international student organizations and the International Student Life Office, such as the International Street Festival, ethnic nights, speakers in area schools, partnerships with community organizations to work with international students, and so forth.
 - Minority Services and Programs sponsored International Coffee Hour and several of its student organizations were involved with various ethnic night programs.
 - Judicial Programs staff provided training and information to Study Abroad faculty as part of a risk management training and orientation program.
 - Disability Services staff served as part of the orientation team for program coordinators in the Office of International Education, as well as a resource for International program staff on disability issues abroad.
 - Learning Disabilities Center (RCLD staff) gave presentations on postsecondary students with learning disabilities in the Canary Islands, Spain, Canada, and Germany. The RCLD staff completed a four-year grant with the German and European Community on literacy problems of adolescents and adults with dyslexia. RCLD staff coordinated meetings with other staff of the LDC,

Counseling and Psychological Services, and Disability Services for a visiting delegation of Japanese researchers interested in support programs for college students with LD and AD/HD.

Activities that enhanced the vitality of the State (e.g., in support of economic development and the building of strong communities through teaching, research, and public service and outreach). This is a focus on one or more of the following: environment, education, family well-being, local/state government leadership, economic and rural development, globalization/global competitiveness

- The Student Activities Office provided information and advice to the Student Government Association, Commiversity and many of UGA's registered student organizations regarding applicable University policies and recommended procedures for expressing an interest in various national/local political/social issues. These learning opportunities complemented classroom instruction and gave students essential practice in applying the knowledge and processes necessary for active and responsible citizenship.

F. Short-Term Goals for FY 2004

- Both the Division's Motto and Mission guide the development of its short-term goals. The Division Motto is: "Where Students Are First." The Division's Mission is: The Division of Student Affairs is the organizational unit responsible for planning and implementing student development services. The Division facilitates student development, offers educational programs and services that stimulate the learning process, and promotes an environment conducive to growth and discovery. The Division supports and complements the institution's academic mission through its commitment to the total development of students by contributing to their physical, occupational, social, environmental, intellectual, spiritual, and emotional growth. The Division promotes a campus environment that provides quality services and increases student retention and success; gains and exceeds compliance with national standards; and serves as an educational laboratory for graduate students in higher education. The Division's overarching mission is to enhance the learning environment for students at the University of Georgia.

Student Learning

- Collaborate with vice president for instruction, academic deans, and OISD to expand our programs addressing student civility and appropriate classroom behaviors;
- Collaborate with the vice president for instruction to complete plans for Fall '04 first-year students' residential learning communities;
- Collaborate with vice president for instruction and others to implement recommendations made by the Service Learning Task Force, particularly those

recommendations related to Communiversality and other student volunteer programs.

Institutional Diversity

- Continue to partner with other UGA units, especially Admissions and the Office of the Associate Provost for Institutional Diversity, to increase admission and retention of a diverse student, faculty, and staff population;
- Increase educational and social interactions between students of different cultural, racial, and ethnic backgrounds.

Facilities

- Continue planning process to increase space for student organizations as well as to create a one-stop student services center, through renovation of the current bookstore space, Tate Student Center, and Memorial Hall;
- In partnership with the Athletic Association, continue efforts to secure funding for an outdoor aquatic center adjacent to the Ramsey Center; continue to seek solutions to on-campus Greek housing;
- Identify the next campus housing renovation and/or construction project; expand the University Health Center facility to accommodate growth in student demand for health and counseling services.

Programming and Services

- Enhance partnerships with other units to strengthen programs for graduate students;
- Expand Dawg Camp sessions to include more incoming first-year students; continue to implement recommendations from Greek Task Force Report;
- Secure permanent funding for Welcome Week and Dawgs After Dark.

Technology

- Initiate plans to issue new UGACards to all students, faculty and staff to enhance campus security;
- In the Office of Student Financial Aid, implement expanded use of electronic communications and service applications to increase efficiency and reduce operating costs.

G. Assessing Effectiveness

Efforts in assessing effectiveness

- The Office of the Vice President for Student Affairs (OVPSA), on behalf of the University, completed the Biennial Review. This is a federally mandated report that compiled policies, programs, and assessments relating to alcohol and other drugs from July 2, 2000 to June 30, 2002. The review included information given to and provided for students and employees of UGA.

- Numerous assessment activities were completed by the Health Center during the FY 2003 fiscal year. Examples of these activities follow.
 - The Joint Commission on Accreditation of Healthcare Organizations conducted an accreditation survey of the Health Center clinical laboratory. A score of 100 (out of a possible score of 100) was assigned to the Lab as the outcome of the accreditation visit. This national accreditation process occurs biennially.
 - An assessment of student body satisfaction with the services of the Health Center was conducted by the University of Georgia Survey Research Center in April 2003. More than 67% of respondents reported they were very satisfied with services received, 30.5% reported they were satisfied, 1.8 percent reported they were somewhat dissatisfied, and 0.5% reported they are very dissatisfied. This survey outcome mirrored the results of other student surveys. In specific, those surveys which are conducted upon the students' completion of a Health Center visit reflect a greater than 95 percent level of satisfaction with the overall visit.
 - An assessment of students seen in the new Counseling and Psychological Services unit also reflected a high level of satisfaction with services received. Eighty-six percent rated the services as very good to excellent, 10% rated the services as good, and four percent rated them as fair to poor.
 - Eighteen performance improvement projects were completed at the Health Center in FY 2003. These projects incorporated assessment as the initial step, using Deming and Juran's principles of quality improvement. Projects ranged from decreasing waiting time for access to services in the Acute Care Clinic, a walk-in urgent care service, to ensuring medication errors were avoided in dispensing (by locating look-alike, sound-alike drugs in the inventory in a manner that prevents confusion).
 - A representative committee of Health Center staff continued to focus on developing benchmarks for use internally and with external comparators. A framework for benchmark selection was completed. Benchmarks selected were categorized and focused on either clinical, service, or business aspects of the Health Center mission. Within each category, priorities were given to benchmarks, which address quality, access, productivity, and cost. External comparators were selected and included the University of Michigan, the University of Illinois, and the University of North Carolina at Chapel Hill. The internal data collection and analysis process will be refined in FY 2004 using FY 2003 data. Work with external comparators on the exchange of benchmark data will continue.

- Recreational Sports maintained its suggestion box (with published responses) and conducted regular evaluations and surveys of all its programs. Based on feedback from these assessments, spinning classes (which have been requested frequently) were offered for the first time during summer 2003 in a newly renovated multipurpose room.
- Disability Services is a principal investigator in a multiple year, grant-funded federal retention study. It also conducted numerous assessments on note taking, technology, access, satisfaction, and other DS issues. Based on survey results, DS altered its intake process to provide more personal attention to prospective students.
- Judicial Programs developed and implemented a faculty survey to gather information regarding knowledge of, use of, and needs for OJP services and programs regarding classroom misconduct. These data will be used in strategic planning during 2003-02.
- The Judiciary Outreach Team created a new evaluation, which participants completed at the conclusion of every Judiciary Outreach Team program. The data from these evaluations were used to enhance programming by the Team and to anticipate student needs, as compared to merely responding to student requests on an ad hoc basis.
- Judicial Programs staff conducted informal follow-up meetings with students throughout and/or following sanction completion.
- The Student Leadership Center staff worked with Dr. Karl Kuhnert and one of his graduate assistants to conduct an online survey of the first-year participants in last year's BIG Event to determine if their experience in the weekend's events assisted them in their acclimation to campus life. A control group of psychology 101 students was also given the survey. Final results will be available by Fall 2003.
- The Learning Disabilities Center (RCLD-Staff) completed a yearly report of evaluations, accommodation, training, and outside review of documentation. This report was submitted to the Chancellor and the System LD Administrative Committee, to be compared with the figures from the other two RCLDs (Georgia State and Georgia Southern).
 - The LDC service staff revised and updated the time logs used to collect data from service providers regarding services provided to students with LD, including time spent in direct student contact, test accommodations, monitoring alternative text provision, small group workshops, campus outreach/training, and program development among other categories.

This allowed the LDC to accurately assess time spent on various activities and to reallocate resources to more effectively provide services to students with LD.

- The LDC service staff conducted its annual student survey to assess student satisfaction with services and to obtain suggestions for further developing services. This year the survey was administered through WEB CT to allow for ease of student use. Results showed general satisfaction with LDC services: 95% of students who returned surveys noted they know how to access and use accommodations at the LDC; 95% believed they had access to the accommodations they needed in school; 97% felt their service provider was responsive to their needs and presented information clearly; 93% felt they understood and could explain their accommodations to faculty; and 93% were satisfied with services at the LDC. Interestingly 91% of students who returned surveys would recommend UGA to students with LD and 97% would recommend the LDC to students with LD who attend UGA.
- The service staff completed an annual Student Profile (Fall 2001-Summer 2002) delineating: number of students at each grade level; majors chosen; percent in good standing, graduated, dismissed, withdrawn, or on probation; and comparison of GPA for LDC students with UGA student body GPA. Of the 219 different students who used services at the LDC, at least one time during the 2002 school year: 88% were in good standing or had graduated by August 2002; 8% were on probation at least one time during the school year; 3% were dismissed; and 1% had withdrawn as of the end of Summer semester 2002. The overall GPA for all LDC students was 3.02 for the year ending Summer 2002.
- The Student Activities Office participated in the SEC Benchmark Survey of student unions and student activities areas. Ongoing assessment was conducted with users of the new Astra system for class scheduling in the Campus Reservations Office. Post-event assessments in all areas (Programming, Facilities and Services, Campus Reservations Office, International Student Life, etc.) were also conducted. As a result of these ongoing assessments, (1) computer equipment in Tate and Memorial was upgraded, (2) improved service/communication with students interested in and involved with the National Student Exchange program was accomplished, (3) the student handbook was Web-enabled, (4) additional sessions to international student orientation were implemented, and (5) processes for improving facilities reservations were achieved.
- Resulting from several assessments of services and processes, University Testing Services created a better ticketing process for Regents Testing, developed new

reporting forms (Budget and Accomplishment) for determining where additional personnel may be needed in the future, and set up a small computerized testing room to facilitate an initial effort in computerizing testing procedures.

Adoption/revision of student learning outcomes or new methods for assessing student learning outcomes

- The Vice President for Student Affairs, in cooperation with the Vice President for Instruction, co-sponsored the administration of the National Survey of Student Engagement (NSSE). Results will be available in September 2003.
- An assessment of the effectiveness of the campus alcohol education program, which is required of students violating the student code of conduct, was initiated in the spring of FY 2003. This study was funded by the President's Venture Fund and was designed to answer the following questions:
 - Do alcohol education sanctions, currently being used, impact students' drinking behavior?
 - Do alcohol education sanctions, currently being used, impact problems associated with drinking?
 - What sanctions are most/least effective in changing student behavior?
 The outcomes of this assessment will be available in September 2004, following a two-year study period.
- To assess leadership development, Student Activities implemented a new longitudinal assessment project with students involved in the University Union student programming board.
- Judicial Programs staff conducted informal follow-up meetings with students throughout and/or following sanction completion.
- The Learning Disabilities Center (Service staff) conducted a qualitative study to investigate how first year college students with learning disabilities navigated their environment with regard to academic, social, and emotional factors as described from the student perspective. Ten student interviews were analyzed. The study detailed academic strategies, social attributes, and emotional supports seen as positive forces in assisting these students in assimilating into a competitive college environment. The results of the study, which will be available Fall 2003, contributed to the existing body of knowledge in the fields of learning disabilities, postsecondary education, and student affairs administration.

H. Student Retention/Graduation

- A major focus at the Health Center was the integration of the Counseling and Testing Center and the Mental Health Clinic to form a single unit with a single mission. An overriding goal of this integration was to facilitate access to these

services by students and to ease referral and consultation by faculty. Student satisfaction with the new unit was excellent, with 95% reporting they are satisfied or very satisfied. Response from faculty was equally favorable.

- Minority Services and Programs (MSP) provided one-on-one personal advising and support services for first year students, and it provided programming to connect first year students with members of the Athens community and community resources.
- Providing on-campus housing contributes to students' overall performance and supports timely graduation. Students living on-campus tended to have higher GPAs than their off-campus counterparts. Those who resided on the campus tended to enroll in more credit hours than off-campus residents. First-year students living on campus were also more involved in campus activities and events. Additionally, University Housing provided numerous employment and leadership opportunities for students (e.g., resident assistants, CLASS advocates, engineering assistant, and the student mentoring and internship program; thus engaging them significantly in campus life.
- The STAR summer program, offered through Disability Services, helped high school students with disabilities in transitioning to the University of Georgia setting.
- It has been established through several research articles that attractive, well-functioning facilities strongly contribute to student retention. The many renovations and upgrades to facilities made by Housing, Recreational Sports, and the Student Activities Office were significant contributing factors in accomplishing this goal for 2002-03.
- Everything Student Affairs does is aimed at enhancing the student environment, student satisfaction, and retention. The support for more than 1,000,000 users of the Ramsey Center, the advisory services for 500 registered student organizations, the diverse array of student activities and programs (including special late night programs such as Dawgs After Dark, specifically aimed at students under the age of 21), the continued enhancement of international student orientation, outreach programs for students, parents, community members, and faculty, and technological advancements that maximize scarce resources continues to enhance the campus community and make the student living/learning community vibrant and conducive to student learning.

I. Concluding Remarks

- During FY 2002-2003, the departments and units within the Division of Student Affairs implemented a diverse array of programs and services to enrich multiple

dimensions of the University's living-learning environment. Despite experiencing significant cuts to its budget, the Division of Student Affairs continued to provide high quality, dedicated service to students and the University community. Contributing to the Division's successes were the partnerships Division staff members, at all levels, formed with talented students, staff, faculty, parents, administrators, and other members and friends of the University community.