

**THE DIVISION OF STUDENT AFFAIRS**  
**UNIVERSITY OF GEORGIA**



**2006 ANNUAL REPORT**

**SUBMITTED APRIL 2, 2007**





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## DIVISION OF STUDENT AFFAIRS MISSION STATEMENT



The Division of Student Affairs' mission is to enhance the learning environment for students at the University of Georgia. We accomplish this by stimulating the learning process, integrating the in-class and out-of-class experiences, promoting an environment conducive to growth and discovery, and facilitating intellectual, spiritual, social, occupational, physical, cultural, and emotional development.

The Division promotes a campus environment that provides quality services and increases student retention and success; attains and exceeds compliance with national standards; and serves as an educational laboratory for graduate students in higher education.

Ultimately, we work to enhance the overall quality of campus life, establish a sense of community, and enable all students to realize their fullest potential.



## STRATEGIC PLAN



A detailed copy of the Division of Student Affairs' Strategic Plan is attached. Below is an overview of the six strategic goals that will guide the Division's work through academic year 2010.

- *Goal One: Meet the Needs of Students*
- *Goal Two: Enhance the University's Learning Environment*
- *Goal Three: Commit Ourselves to a Diverse Environment*
- *Goal Four: Build a Culture of Support Within and Among Division Staff*
- *Goal Five: Continue to Build Professional Credibility for the Division of Student Affairs*
- *Goal Six: Increase Accountability Within the Division of Student Affairs*



# THE DIVISION OF STUDENT AFFAIRS OVERVIEW



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 units listed below 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.

## **The units of the Division of Student Affairs include:**

- Associate Dean for Student Support
  - Family Support & Student Affairs Ombudsman
  - Judicial Programs
  - Lesbian, Gay, Bisexual, Transgender Resource Center
  - Office for Violence Prevention
- Intercultural Affairs
  - African American Cultural Center
  - International Student Life
  - Multicultural Services & Programs
- Disability Resource Center
- University Testing Services
- Recreational Sports
  - Ramsey Student Center for Physical Activities
- Campus Life
  - Tate Student Center
  - Greek Life
  - Center for Leadership & Service
- Student Affairs Development
- Student Financial Aid
- University Health Center
  - Counseling & Psychiatric Services
- University Housing
- Student Affairs at UGA at Gwinnett
- Vice President for Student Affairs
  - Associate Vice President
  - Assistant Vice President
  - Assistant Vice President for Budget and Administration
  - Assistants (2) to the Vice President for Student Affairs



# ACCOMPLISHMENTS



***Made significant contributions to the University's three strategic goals: Increase Research Opportunities, Help Students Compete in a Global Economy, and Enhance the Learning Environment.***

- Typically, those in the academic enterprise think of Student Affairs as the individuals who manage the students' out of class experience. While this fact is true, Division staff also contributes to the learning environment through research, classroom instruction, and scholarly publications. During 2006, Student Affairs staff taught 37 separate courses for a total of 1153 credit hours. There were 24 staff members who held the rank of Adjunct Faculty, and 19 scholarly publications were produced. Additionally, three staff members served as editors for peer reviewed journals and 31 held an office or multiple offices in professional organizations.
- Student Affairs staff participate and conduct research projects that are recognized at the national level. During 2006, numerous studies were conducted within the Division. Most noteworthy was a study conducted at the University Health Center that resulted in the FDA's approval of the Cervical Cancer Vaccine, GARDASIL®. For more examples of Student Affairs Research, see "Priority Two: Contribute to the University's Three Strategic Goals."
- The Division of Student Affairs sponsors countless diversity related programs that expose University students to the multiple "differences" that one can experience in life. Through research, it has become clear that such initiatives facilitate greater understanding and respect for individual differences and expands students' understanding of global differences and uniqueness.
- The Division also enhanced the learning environment through facility enhancement. A list of selected projects is provided below:
  - Division staff continued to work with Greek organizations and alumni to resolve issues regarding Greek housing on campus. Work will continue through 2007.
  - The Disability Resource Center continued to improve accessibility of campus facilities through MRR funding.
  - The University Health Center expansion was approved by the Board of Regents and the selection of architects is complete.
  - The former Health Promotion reception area was renovated to create an additional shared space for clinician staff and CAPS group room.
  - Recreational Sports completed initial plans for the renovation of room 232 into a new weight room and two aerobics studios.
  - The Ramsey track was resurfaced.
  - University Testing completed renovations of the reception area and the paper/pencil testing room.
  - The Department of University Housing improved facilities. Examples include modernization of Morris and Boggs Hall, Family and Graduate buildings J & K, and ADA and safety upgrades for Creswell Hall.
  - The Department of University Housing, the Vice President's Office, and University Architects continued work to create a plan for renovating and expanding University Housing.
  - Campus Life staff in conjunction with students, staff, and University Architects started the planning and design process for the Tate Student Center renovation and expansion project.

***Contributed to the University and surrounding community through outreach programs.***

- Division of Student Affairs is active both on campus and within the Athens community. During the 2006 year, more than 39,000 individuals were impacted by outreach and public service programs sponsored by the Division of Student Affairs. Students and Division staff participated in over 114,230 hours of community service.
- Collectively the Division raised over \$664,000. The most substantial areas are noted below:
  - Dance Marathon (Children's Healthcare of Atlanta) = \$237,000
  - Relay for Life = \$230,000
  - Housing 4 Housing (Habitat for Humanity Fundraiser) = \$60,000
  - Alternative Spring Break = \$8,500
  - Scholarships for Students with Disabilities = \$19,500

***Utilized technology to increase efficiency, accountability, and transparency.***

- The Division of Student Affairs made using technology to increase efficiency, accountability and transparency one of its top priorities during 2006. A great deal of progress has been made on this priority and as a result, it has become one of Student Affairs major accomplishments for 2006. Examples of the technology integration successes are provided below.
  - The Office of the Vice President for Student Affairs has created an extensive Web site that effectively communicates to the university community. Many features have been added to assist students, parents, and staff. Additionally, the Vice President's Office has worked to integrate the use of the Web site into daily practice. Visit <http://www.uga.edu/studentaffairs/> for additional information.
  - Update or creation of functional Web sites for all Student Affairs units.
  - Use of Facebook to advertise programs and services to our students.
  - Use of "imaging" system to eliminate paper files.
  - Staff have collaborated to create an online checklist system for all entering students to use. The system will guide students through the various aspects of being a first-year student.
  - Use of Web based prescription refill system.
  - Integration and use of online survey systems to better understand student and staff needs.
  - Instant message feature of electronic health record allows clinicians to send and receive secure messages regarding lab results, appointment reminders, etc.
  - DAWG House, an online roommate matching system, is used in the Department of University Housing.
  - Online application process for all Department of University Housing staff (undergrad, grad, professional).
  - Judicial Action Database system that manages and facilitates staff reporting of judicial cases.
  - Online tracking tool for all residence life programs (CRIS).
  - Online reservation process for the Campus Reservation Office allowing students and staff to make reservations at any time of day.
  - Partnership with Disability Resource Center and EITS to implement LIFT program, a text transcoder software system that converts Web sites to "text only" thus ensuring UGA's compliance with Section 508 of the ADA.
  - Providing a state-of-the-art assistive technology lab which allows students with disabilities independence through assistive technology.
  - Obtaining grants to upgrade hardware and software in the Disability Resource Center lab, and other labs across campus, to place technology for students with disabilities throughout campus.
  - Integration of online program systems and program digests by various departments.
  - Use of computerized admission test for various colleges allowing for shorter score turnaround time.
  - Use of electronic business cards which provides links to Web sites thus allowing constituents to have immediate access to policies, procedures, and resources.
  - Integration of online systems into national searches and selection processes.
  - The Department of Intercultural Affairs created a new website to not only integrate the units which comprise the office, but also to provide information regarding scholarships, departmental links, and an "intercultural snapshot" of UGA.

***Division staff worked collaboratively with University Officials to implement a comprehensive approach to alcohol and other drugs.***

- The Parental Notification Policy was revised and expanded to notify parents on all alcohol and other drug violations when the student is under the age of 21.
- The Minimum Sanction Policy for Alcohol and other Drugs was implemented.
- The John Fontaine, Jr. Center for Alcohol Education and Awareness was created.
- CHOICES alcohol and drug education program was implemented with 14 athletic teams.
- CHOICES alcohol and drug education program was implemented with higher risk students.
- The mandatory online alcohol education program, MyStudentBody, was implemented for all first time students.
- University of Georgia Division of Student Affairs staff worked collaboratively with University of Florida staff to create a "Safety Zone" in Jacksonville, Fl for the GA vs. FL football game.
- The BASICS program, an intervention strategy for students who are mandated alcohol education or who are self-referred, was implemented.

***Met standards of accountability and increased efficiency for the Division of Student Affairs.***

- The Division of Student Affairs made a concerted effort during 2006 to cut waste, streamline processes, and increase revenue when possible. The result is more than \$16,500 in internal savings, \$345,625 in new revenue, \$242,571 in new grant money, and over \$2,893,868 in fundraising/Parents & Families giving.
- The Division reorganized the various units to increase efficiency and create a more seamless environment for University students. Changes include: creation of the Department of Intercultural Affairs to streamline efforts of the African American Cultural Center, International Student Life, and Multicultural Services & Programs; creation of the Campus Life to include Greek Life and the Center for Leadership and Service; Leadership Programs merged with Volunteer UGA to create the Center for Leadership and Service; The Office of Judicial Programs was repositioned to report directly to the Senior Associate Dean for Student Support; The LGBT Resource Center was repositioned to report directly to the Senior Associate Dean for Student Support; and the Office for Violence Prevention was created.
- The Disability Resource Center completed a survey where 97% of students indicated satisfaction with the provision of services.
- The University Health Center completed a survey where there was an overwhelming satisfaction with services, individual clinicians, staff, and wait times.
- The Office of Student Financial Aid successfully completed both the federal audit and the annual HOPE audit. Audits are not a complete assessment of all awards, but are comprehensive enough to assure the work of this office is consistently accurate.
- The Office of Student Financial Aid successfully implemented two major need-base grant programs.
- The Office of Student Affairs Assessment, in conjunction with various units, conducted over 64 separate assessment projects. Data has been used for quality improvement and to educate the University community on the trends and issues of our students.
- The various units and departments within the Division conducted more than 70 assessments during the 2006 calendar year. This is a substantial increase over previous years and demonstrates a comprehensive effort to increase efficiency and demonstrate efficacy in the Division.



# ASSESSING EFFECTIVENESS



The Division of Student Affairs increased its emphasis on assessment and quality improvement during the 2006 calendar year as a way of increasing accountability, improving services, and increasing credibility with University faculty, staff, students, and stakeholders. The following is a selected list of projects by department, and how each has been used and/or is being used to enrich programs and services.

ASSESSMENT PROJECT	USE OF DATA
<b>University Testing</b>	
Implemented customer satisfaction survey to assess services to students and faculty	<ul style="list-style-type: none"> <li>Results prompted an expansion of service hours. Began offering evening and weekend scoring hours to assist faculty during finals.</li> </ul>
Weekly team meetings to address internal system issues and uncover areas for improved service	<ul style="list-style-type: none"> <li>Feedback resulted in extending hours for contract testing during the last quarter to provide needed seats for GRE.</li> </ul>
Workforce efficiency study to uncover opportunities to manage workload more efficiently and investigate staffing needs	<ul style="list-style-type: none"> <li>Preliminary results indicate expanding needs in IT Support and seasonal needs in test administration coverage</li> </ul>
<b>Office of Student Financial Aid (OSFA)</b>	
Annual State Audit of Federal Aid Programs	<ul style="list-style-type: none"> <li>Results indicated no findings and no corrective actions required.</li> </ul>
Student satisfaction survey on the OSFA home page in a prominent place	<ul style="list-style-type: none"> <li>A few surveys have been completed, generally with positive comments. One student left a note in the office which stated. "All of the staff that I have dealt with in the OSFA have been the nicest most helpful people ever. Thank you for hiring such cheerful people."</li> </ul>
Review of OSFA counselor student contacts and telephone calls received	<ul style="list-style-type: none"> <li>Experienced a 3.5% decrease in telephone calls (-1,209) and a 10.7% decrease in the number of office visits by students (1,005) during the first 9 months of the 2006-07 year when compared with the 2005-06 year. These numbers are significant and reflect the timeliness and accuracy of the work done by our staff. We will continue to work on ways to eliminate the need for students to visit or call us.</li> </ul>
Quality Assurance Management Assessment and Enhancements	<ul style="list-style-type: none"> <li>These are required each year as part of our participation in the U. S. Dept. of Education Quality Assurance Program and identify areas which are functioning well but could be improved. The results of this assessment provide information on processes we can target in improving verification selection.</li> </ul>
Annual Georgia Student Finance Commission review of HOPE Scholarship Program	<ul style="list-style-type: none"> <li>More than 175 files were reviewed in our most recent audit with only one expected liability, a residency decision made in another office. We are working with other offices on how we might eliminate any residency confusion.</li> </ul>
<b>Office of Student Support</b>	
Review of hardship withdrawal trends to inform committee examining the impact of excessive course withdrawals	<ul style="list-style-type: none"> <li>In progress – findings will inform expected changes in University policies and procedures that will likely reduce the number of course withdrawals.</li> </ul>



<b>Department of Intercultural Affairs</b>	
Focus groups with University of Georgia students	<ul style="list-style-type: none"> <li>• Results assisted new department with establishing programs and services to meet the needs of students.</li> <li>• Feedback assisted in creating the mission of the new department.</li> </ul>
<b>Intercultural Affairs: International Student Life</b>	
Evaluations of Various ISL programs and services including orientation, graduation, taxes, leadership training opportunities, etc.	<ul style="list-style-type: none"> <li>• Results indicated a positive appreciation for the services and programs offered by International Student Life.</li> <li>• Results also suggested constructive feedback for programs which have been implemented whenever possible.</li> </ul>
<b>Intercultural Affairs: Multicultural Services and Programs</b>	
Assessment of all programs hosted by the Office of Multicultural Services and Programs	<ul style="list-style-type: none"> <li>• Results of assessment are being used to determine if programs are cost effective and productive.</li> <li>• Results of assessment determine the level of programming MSP will operate at.</li> <li>• Results of assessment will determine the type and scope of programming of MSP.</li> <li>• Results of assessment will determine if MSP is meeting learning outcomes.</li> </ul>
<b>University Health Center</b>	
2006 Patient Satisfaction Survey	<ul style="list-style-type: none"> <li>• Continued overwhelming satisfaction with services, individual clinicians and staff.</li> <li>• Satisfaction with waiting time in the appointment clinics declined below our benchmark of 90% satisfaction.</li> <li>• Achievement of our benchmark of obtaining surveys from at least 5% of students accessing services in each clinic declined, with implementation of the electronic health record.</li> <li>• Changes from this assessment include moving to an electronic patient satisfaction survey which is already improving return. Anticipate hiring 2 new CAPS positions and 1 WC midlevel provider position to reduce the # of students on the CAPS waitlist and improve WC access for services. Medical Clinic is evaluating flow process and support staff to clinician ratios.</li> </ul>
Medication Reconciliation Failure Mode Effect Analysis (FMEA) Project	<ul style="list-style-type: none"> <li>• An interdisciplinary group evaluated the entire medication reconciliation process (from the student's point of entry to the clinician evaluation, to the pharmacy, and upon exit focusing) on gaining compliance with the medication reconciliation portion of Joint Commission standards and the National Patient Safety Goals.</li> <li>• The group evaluated the clinical processes, developed detailed patient flow charts identifying high risk points, reengineered the electronic walk out sheets to include the complete current list of medications upon discharge, developed policies, and communicated with appropriate staff.</li> </ul>
<b>UGA Gwinnett</b>	
Gwinnett Location Project	<ul style="list-style-type: none"> <li>• Results are being used to determine potential future locations for the UGA Gwinnett Campus.</li> </ul>

<b>Student Affairs Development</b>	
Giving	<ul style="list-style-type: none"> <li>Increased giving to all funds demonstrates effective use of development office's time and effort.</li> </ul>
Admission Office Survey of Parent Orientation Programming	<ul style="list-style-type: none"> <li>SA session received consistently high marks for usefulness and effectiveness and praise for informative content and format throughout the summer.</li> </ul>
<b>Campus Life</b>	
Polling of program/unit heads to gauge marketing needs and effectiveness of marketing support services	<ul style="list-style-type: none"> <li>Overall satisfaction was evident, with an expressed need for additional advising to both students and staff in marketing best practices.</li> <li>Response initiatives included creation of marketing/promotions tip sheets and ongoing development of a marketing resources Web site.</li> </ul>
Tate Student Center Gameroom Users Study	<ul style="list-style-type: none"> <li>Results indicated that the students wanted modified hours of operation, the installation of gaming systems such as X-Box, new board and card games, and additional table tennis tables. All of these suggestions have been completed.</li> </ul>
Sophomore Experience Research	<ul style="list-style-type: none"> <li>Focus groups were conducted to determine emerging themes related to the sophomore year experience and the specific needs of this subculture. Results of this research will be used to inform program development.</li> </ul>
Dawg Camp Participant Evaluation	<ul style="list-style-type: none"> <li>Resulted in changes to the schedule of programs for '07.</li> </ul>
Dawg Camp Staff Training Evaluation	<ul style="list-style-type: none"> <li>Resulted in changes to the '07 training schedule.</li> </ul>
Collection of demographic information through the scanning of UGACards at Union sponsored events	<ul style="list-style-type: none"> <li>Data collection is part of a larger assessment initiative to be reviewed in Spring 2007.</li> </ul>
Created standardized assessment procedure for all programs	<ul style="list-style-type: none"> <li>Data collection is part of a larger assessment initiative to be reviewed in Spring 2007.</li> </ul>
Evaluation of On-Line Fraternity Rush registration	<ul style="list-style-type: none"> <li>Evaluation continues and results will be used to shape the process for Fall of 2007.</li> </ul>
<b>LGBT Resource Center</b>	
Resource check out system	<ul style="list-style-type: none"> <li>This is a system to track usage of library materials including books and videos. The system is in place to not only ensure the return of materials but also see what types of resources are being used and by whom.</li> <li>This information will be used to expand library resources specifically in areas most utilized (i.e. books on coming out).</li> </ul>
Resource center visitor tracking	<ul style="list-style-type: none"> <li>This tracking system was put in place to indicate how many visitors per hour visit the center. This includes staff, faculty, students, and other visitors to campus.</li> <li>This provides information for programming in the Center. For example, bringing in Health Educators into the Center during times where most students are in the Center.</li> <li>This information also provides information on when volunteers need to be available for student support.</li> </ul>
Center usage statistics	<ul style="list-style-type: none"> <li>A tracking system was put in place to track the types of programs held within the Center.</li> <li>We are in the process of changing the tracking system so we can track general visits and visits related to programming.</li> <li>In 2007, the Center will assess the individual visitors and their usage of the Center and its resources.</li> </ul>

Tracking STI prevention/safer sex materials	<ul style="list-style-type: none"> <li>• This system tracks the usage of specific safer sex materials provided by the University Health Center.</li> <li>• This information will be used to provide more of the safe sex materials most utilized.</li> </ul>
Accessibility Assessment	<ul style="list-style-type: none"> <li>• Disability Resource Center assessed the accessibility of the LGBT Center. No changes were recommended to the physical space. The Web page does need to be reviewed to ensure accessibility.</li> </ul>
<b>Department of University Housing</b>	
EBI (Educational Benchmarking, Inc.) surveys conducted with RAs, Residents, Family and Graduate Housing, and East Campus Village	<ul style="list-style-type: none"> <li>• Results shared during meetings, and in specific committees to improve services.</li> </ul>
Hunker Down with Housing Volunteer Survey	<ul style="list-style-type: none"> <li>• Results being used to improve the recruitment of volunteers as well as improve the scheduling of volunteers as to provide better service at move-in.</li> </ul>
RA-CA Online Feedback by Residents Study	<ul style="list-style-type: none"> <li>• Results are being used to make sure that the needs of our residents are being met in the areas of programming, communication, transition.</li> </ul>
Learning Communities Assessment	<ul style="list-style-type: none"> <li>• The purpose of the study was to identify the impact of the Learning Communities on students' learning, personal growth, and involvement. The information will used to guide and improve further program development.</li> </ul>
Freshman College Experience 2006 Evaluation	<ul style="list-style-type: none"> <li>• The data support the success of the Freshmen College Experience, including the academic and residential components. This information will help guide changes and improvements to the program.</li> </ul>
CA/RA/VCA Training Assessment Winter 2006 Training	<ul style="list-style-type: none"> <li>• Data were used to determine information retention and comprehension of training sessions.</li> </ul>
CA/RA/VCA Training Assessment Fall 2006 Training	<ul style="list-style-type: none"> <li>• Undergraduate Student Staff Training Conference: Pre and Post training evaluations. The data were used to measure effectiveness of information retention and comprehension of the new training system.</li> </ul>
Spring Semester 2006 and Fall Semester 2006 - ECHD 3010	<ul style="list-style-type: none"> <li>• End-of-semester course evaluation data were used to measure information retention and comprehension for all new CA and RA hires in the department</li> </ul>
The S.S.T.A.R (Support Staff Training and Renewal) program	<ul style="list-style-type: none"> <li>• An assessment was distributed to support staff and supervisors' asking what types of training was needed for the program. The data were used to evaluate and modify the program to meet the needs of those involved.</li> </ul>
Graduate Recruitment Process – Spring 2006	<ul style="list-style-type: none"> <li>• The program was evaluated to determine if an on-line application process could improve the effectiveness of the recruitment and selection process. Based on the data, a new on-line selection process was developed and put into practice beginning Fall 2006.</li> </ul>
Graduate Staff Training – Fall 2006	<ul style="list-style-type: none"> <li>• Data were used to determine information retention and comprehension of training sessions.</li> </ul>
Judicial Action Implementation	<ul style="list-style-type: none"> <li>• Assessed the Housing judicial training process during the Spring of 2006 to determine the need for improvements or changes in the training process. Data were gathered to determine how long it takes a case to be processed (from incident date to hearing date). Data will be analyzed over the summer to see how Judicial Action has improved efficiency.</li> </ul>

ACUHO-I Summer Intern Assessment	<ul style="list-style-type: none"> <li>• A new assessment instituted in 2006 to assess the hiring, orientation, and overall work experience for interns working the in the Department through national ACUHO-I organization.</li> <li>• Enabled UGA Host Site Coordinator and position supervisors to design a more beneficial work and educational experience for summer interns.</li> </ul>
Conduct Review Board Training Evaluation	<ul style="list-style-type: none"> <li>• An annual assessment was given to CRB members at the completion of training to determine whether or not training goals were met, ascertain the effectiveness of the training sessions, evaluate the training facilitator(s), and to solicit topics for future additional training opportunities.</li> </ul>
Conduct Review Board Mid-Year Feedback Evaluation	<ul style="list-style-type: none"> <li>• A mid-year assessment was given to CRB members to learn what training issues are needed for Spring training, evaluate individual performance of CRB members, and evaluate performance of CRB Advisor.</li> </ul>
Conduct Review Board Learning Outcomes Assessment	<ul style="list-style-type: none"> <li>• An annual assessment was given to CRB members at the end of the year to determine whether or not learning outcomes for the board were met, discover what board members learned from their experience, evaluate the CRB Advisor, and provide additional feedback for continuous improvement and potential future modifications of the board.</li> </ul>
Graduate Staff Individual Workshop Evaluations	<ul style="list-style-type: none"> <li>• Graduate staff completed an evaluation at the end of each workshop which was used to evaluate facilitator performance and overall workshop effectiveness.</li> </ul>
Graduate Staff Workshops Learning Outcomes Assessment	<ul style="list-style-type: none"> <li>• An assessment completed by all graduate staff at the end of the year to discover whether or not learning outcomes for workshops have been met and to provide additional feedback for continuous improvement and potential future modifications of the workshop program.</li> </ul>
National Housing Training Institute (NHTI) Assessment	<ul style="list-style-type: none"> <li>• Staff members in the Residence Hall Education and Services, Staff Development &amp; Judicial Programs, and the Assignments &amp; Contracts units took an assessment created by NHTI and modified by the Professional Staff Development Committee. This instrument helped staff members' identity professional goals. The information was shared with supervisors so that they could both develop strategies of how to accomplish these goals.</li> </ul>
Custodial Focus Groups and Maintenance Project Management Review	<ul style="list-style-type: none"> <li>• These processes were enacted to identify staff preferences for cleaning supplies and materials and to improve the efficiency of project management, respectively.</li> </ul>
<b>Office of Student Affairs Assessment</b>	
Cooperative Institutional Research Project	<ul style="list-style-type: none"> <li>• Data have been collected and are currently being used to inform the University community on the current trends and demographics with entering students. Data will also be used in a longitudinal study that examines college seniors and the level of "change" during their college experience.</li> </ul>
Cooperative Institutional Research Project Longitudinal Study	<ul style="list-style-type: none"> <li>• Data were used to inform the University community on the demographic changes in UGA students. The data were also used to determine potential programmatic changes needed within Student Affairs (example: additional CAPS staff based on the number of students attending who have mental health needs).</li> </ul>
Tate Student Center Multipurpose Room Assessment	<ul style="list-style-type: none"> <li>• Data were used to determine a need for a multipurpose space in the Tate expansion. Data were also used to determine the specific programmatic needs for the students. Results have been utilized throughout the design and programming phase.</li> </ul>

Tate Student Center Needs Assessment	<ul style="list-style-type: none"> <li>Data were used to establish the five most important needs and wants as indicated by students and users of the current Tate facility. Results have been used to make decisions regarding the design and internal programming space.</li> </ul>
Tate Student Center Focus Group Study	<ul style="list-style-type: none"> <li>Data were used to triangulate findings from previous studies and to prioritize the most significant needs on the part of the users. Results were also used by administrative staff during design and programming phase.</li> </ul>
Assessment of the Assessment Culture in Student Affairs	<ul style="list-style-type: none"> <li>Data were used to create a comprehensive assessment training model for the Division of Student Affairs. Data will also be used to formulate future assessment articles published in the Student Pulse.</li> </ul>
Parents & Families Weekend Evaluation	<ul style="list-style-type: none"> <li>Data were used to modify and refine program offerings during the Annual Weekend.</li> </ul>
Student Withdrawal & Hardship Report	<ul style="list-style-type: none"> <li>Data have been used to educate faculty on the reasons students are withdrawing. Data have also been used to determine student traffic flow as a way of determining staff needs.</li> </ul>
SGA Climate Polls (ongoing)	<ul style="list-style-type: none"> <li>Data is used to modify and improve campus policies. Additionally, information is used to educate the campus community about issues facing students.</li> </ul>
Retention Issues with UGA Students	<ul style="list-style-type: none"> <li>Data distributed to the Board of Regents committee on retention. Data have also been used on campus to educate the community on student retention issues.</li> </ul>
Defer or not to defer Benchmarking Study	<ul style="list-style-type: none"> <li>Data were used with the University Committee on Student Affairs to determine trends in the recruitment process.</li> </ul>
Withdrawals of Greeks vs Non-Greeks	<ul style="list-style-type: none"> <li>Data have been used with the University Committee on Student Affairs to determine if there are differences between Greeks and non-Greeks in regards to course withdrawals.</li> </ul>
Greek Students: A Longitudinal Study	<ul style="list-style-type: none"> <li>Data collection began Fall 2006. Data will be used to modify programs and services to better meet the needs of Greek students.</li> </ul>
BEST Program Assessment	<ul style="list-style-type: none"> <li>Data were used to modify training with the BEST Counselors. Data were also used to make programmatic changes.</li> </ul>
Academic performance of Greek Life organizations	<ul style="list-style-type: none"> <li>Greek Life staff used data to inform organizational presidents of overall performance standing.</li> </ul>
Disability Student Profile	<ul style="list-style-type: none"> <li>Data were used with Disability Specialist to understand trends and academic issues facing students.</li> </ul>
Discussion of Alcohol In The Classroom	<ul style="list-style-type: none"> <li>Data are being used to inform the University community about the importance of creating a common “language” and the challenges present in changing an institutional culture.</li> </ul>
Prime for Life Participant Demographic Study Prime for Life Participant Demographic Study (pilot)	<ul style="list-style-type: none"> <li>Data were used to better understand the trends with students participating in the Prime for Life program. Health Promotion staff used the data to intentionally target specific groups to help deter violations that warrant attendance at Prime for Life.</li> </ul>
<b>Recreational Sports</b>	
Participant Demographic Study	<ul style="list-style-type: none"> <li>In process</li> </ul>
Interviews/consultations with new members	<ul style="list-style-type: none"> <li>In process</li> </ul>
Twice a semester program evaluations and focus group for Fitness Classes	<ul style="list-style-type: none"> <li>Led to new programs, new class formats and new programs times.</li> </ul>

Disability Resource Center	
Student Satisfaction Survey	<ul style="list-style-type: none"> <li>Surveyed students registered with the DRC to determine areas for improvement, program effectiveness, decision-making, and strategic planning. Overall, the survey revealed that 97% of students were satisfied with services. Students applauded staff on their friendliness, timeliness, and ease of availability. Areas earmarked for improvement included student follow-up, transition to new disability specialists, and faculty education on disability issues. As a result, case reviews are conducted periodically and an effort to expand education has been made with a new proposal for a Parents &amp; Families Grant.</li> </ul>
Building Signage Evaluation 2006	<ul style="list-style-type: none"> <li>6 buildings were identified with inaccessible departments: Baldwin Hall, Hoke Smith, Hoke Smith Annex, Holmes Hunter Academic Building, New College and Peabody Hall. One office in each building was assigned as point of contact and directional signage was added to lead students and visitors with disabilities to this office.</li> </ul>
Campus Accessibility Summary 2006	<ul style="list-style-type: none"> <li>40 buildings surveyed: Major Repair and Rehabilitation (MRR) allocated \$92,000 to: adapt Chemistry labs; create a curb cut at Brumby Hall; improve access to Home Management buildings; install visual fire alarms in Miller Plants Sciences; stripe stairs in Baldwin Hall; and create a more accessible route to Myers Hall.</li> </ul>
CAS Summary, 2006	<ul style="list-style-type: none"> <li>DRC did self-evaluation using CAS Disability Support Services Self-Assessment Guide: <ul style="list-style-type: none"> <li>majority of criterion measures were satisfactory or outstanding.</li> <li>areas deemed as needing improvement encompassed the broader standards of Human Resources and Legal Requirements, i.e., clerical/technology support; staffing compensation; personal liability.</li> <li>corrective actions: reclassification for certain positions; tracking system to monitor technical support for staff and students; consulting with a Legal Affairs advisor to develop policy related to personal liability.</li> </ul> </li> </ul>
Interpreter Feedback Summary 2006	<ul style="list-style-type: none"> <li>Sign language interpreters were assessed by an outside, independent sign language interpreter: overall ratings were very positive for each interpreter, noting good sign choices, clear mouthing and finger spelling; minor changes suggested regarding team interpreting.</li> </ul>
Testing Accommodation Summary 2006	<ul style="list-style-type: none"> <li>100% of students surveyed reported their testing experience was very good or outstanding.</li> <li>96% reported outstanding performance by the DRC testing staff.</li> <li>88% found the testing rooms to be very good or outstanding, with 22% rating them average.</li> <li>Corrective actions: the DRC testing staff is making a concerted effort to lower the noise level in the hallway, providing headphones for the testing room facing Lumpkin Street to cut down street noise, and providing enough space to students in low distraction testing.</li> </ul>
Policy and Procedure Review Continued	<ul style="list-style-type: none"> <li>Continuous revision of outdated policies, keeping with current disability trends and legal opinions.</li> </ul>
Student disability file review & case staffings	<ul style="list-style-type: none"> <li>File reviews and case staffings conducted on a regular basis to ensure consistency of services to students.</li> </ul>



ADA Review of the DRC by State ADA Coordinator, Mike Galifianakis	<ul style="list-style-type: none"> <li>Reviewed architectural access projects, alternative media, real time captioning services and assistive technology – was impressed with services and made no suggestions for change</li> </ul>
Focus Group - Readers	<ul style="list-style-type: none"> <li>A focus group with readers was conducted to gather input on methods to make the reading process more efficient and to explore digital recording. The readers reported the book assignment process as satisfactory. As a result, syllabi are provided to the readers to enhance services to students.</li> </ul>
<b>Office for Violence Prevention (OVP)</b>	
Program Evaluation	<ul style="list-style-type: none"> <li>Evaluations will assess the strengths, weakness and effectiveness of the OVP outreach program in the future.</li> </ul>
Anonymous Reporting Form	<ul style="list-style-type: none"> <li>Information gathered annually must be reported to campus police in adherence to the Clery Act.</li> </ul>
OVP Use of Services Study	<ul style="list-style-type: none"> <li>The tracking and reporting form will allow the OVP to track individuals calling for assistance, support and information. This form will also provide key information about how students heard about the OVP to assess awareness about the office.</li> </ul>



## PUBLIC SERVICE AND OUTREACH



The Division of Student Affairs is active both on campus and within the Athens community. We believe it is part of our duty to reach out to others and do our part to enrich the environment in which we live. Additionally, public service and outreach provides an avenue to develop students' sense of civic responsibility. To this end, students and Division staff participate in a variety of service and outreach programs.

During the 2006 year, more than 39,000 individuals were impacted by outreach and public service programs sponsored by the Division of Student Affairs. Division students and staff participated in over 114,230 hours of community service. The types of programs varied greatly. Some focused on the distribution of materials and others on raising funds for community organizations. The amount of money raised by the Division of Student Affairs is particularly noteworthy. Collectively the Division raised over \$664,000. The most substantial areas are noted below:

- Dance Marathon (Children's Healthcare of Atlanta) = \$237,000
- Relay for Life = \$230,000
- Housing 4 Housing (Habitat for Humanity Fundraiser) = \$60,000
- Alternative Spring Break = \$8,500
- Scholarships for Students with Disabilities = \$19,500

Overall, the public service and outreach programs fit into one of five categories: (1) pre-collegiate, (2) health and safety related, (3) fundraising for charities, (4) community service, and (5) professional service. A list of selected programs is provided below:

- LAMBDA Student Support Program
- BEST Student Support Program
- Clarke Youth Association Talent Show
- Athens Human Relations Council
- Peer Financial Counselors
- Students In Free Enterprise (SIFE)
- Toys for Tots
- Aids Walk Atlanta
- Relay for Life
- Martin Luther King Day of Service
- Domestic Violence Task Force
- Public Health Activities
- Take Back the Night
- River's Alive
- World Aids Day
- Bulldawg Budgeting
- Coile Middle School Transition Day
- Advocating Safe Alternatives for Peers
- Dawg Camp Classic City
- Georgia Collegiate Leadership Conference
- Alternative Spring Break
- Classic City High School Mentor Program
- Arch Society
- Brumby Hope Worldwide
- Georgia AHEAD
- UGA Minority Recruitment Day
- Alternative Spring Break
- World Fest
- International Street Festival - Athens
- Blood Drives
- St. Mark Tutorial Program
- Rocksprings Clean-up
- Flu Vaccinations
- Heart Healthy Month
- Better Body Image Campaign
- In Sickness and In Health Outreach Program
- Financial Aid High School Presentations
- Hispanic Student Association Local Tutoring Program
- Athens Boys and Girls Clubs
- Georgia Teacher Certification Exams
- Children's Healthcare of Atlanta





# STUDENT RETENTION AND GRADUATION



The Division of Student Affairs believes that supporting the academic mission of the University is paramount. Everything we do is aimed at enhancing the learning environment and developing students to their fullest potential. Through our programs and services, the student experience is enhanced, learning and development occurs, and satisfaction increases. Students involved in Student Affairs activities and students who are users of Student Affairs services perform better academically, thereby increasing overall retention and graduation rates.

Particularly noteworthy points are presented below.

## Programs

- Over 300 students participated in DAWG Camp Discovery, Adventure, Classic City, Adventure, and Fusion. These programs assist students in their transition to the University. Additionally, research conducted with this group has concluded that students participating in DAWG Camp perform better academically and are more involved with the institution.
- Medical Services Staff, Alcohol Intervention Specialists and Counseling and Psychological Services staff created the Alcohol and Other Drug Interdisciplinary Team to provide a comprehensive approach to students and assist them in recovery and degree completion.
- UGA at Gwinnett provided leadership and professional development opportunities for 65 students by funding major-related student organizations.
- National research indicates Greek membership increases student retention. Approximately 5,397 UGA students are involved in Greek organizations.
- The C.L.A.S.S. Advocate program provided support to African-American students in their adjustment to college and in the classroom.
- The African American Cultural Center, International Student Life, and Multicultural Services and Programs hosted several student leadership retreats which focused on enhancing leadership skills and connecting students co-curricular activities to their in-classroom experiences.
- There are a variety of residential experiences that have been proven to contribute to a student's success at UGA. Programs include: Freshman College Summer Experience (275 participants), Franklin Residential College (156 participants), Language Communities (36 participants), Learning Communities (80 students in one of four communities - Global Engagement, Social Science, Science, and Education), Creswell S.M.A.R.T.I.E.S. and Brumby Buddies, First Year Liaisons (358 participants and 4 Liaisons), Freshman Live-On Requirement (4,400 first year students).
- The Committee for Black and Cultural Programs as well as the Multicultural Affairs Committee of the Student Government Association work to provide programs that address the needs of diverse student populations.
- The Center for Leadership and Service sponsors Alternative Spring Break, an affordable, substance free spring break experience with service and social justice as the focus.
- The Health Center sponsored many programs that address the medical and psychological needs of students. Programs include:
  - Prime for Life, a program that identifies students with high-risk alcohol and other drug behaviors. Center staff follow-up and conduct one-on-one interventions with these students.
  - Interdisciplinary Eating Disorder Team, a group consisting of CAPS and Medical Services clinicians, a nutritionist, and a nurse. The team provided an interdisciplinary approach to evaluating, treating, and sometimes referring 200 patients during 2006.
- The Department of Student Activities coordinated "A Big Dawg Welcome." The program assists students with the transition back to school and provides a week of alcohol-free events.

- The Department of Student Activities had over 41,000 students attend various lectures, films, concerts, and alcohol alternative programs. Additionally, the Department registered over 500 student organizations with a combined membership of approximately 58,000. (NOTE: Some students participated in multiple programs and were members of multiple organizations).
- The Office of International Student Life sponsored the International Student Orientation program to assist 300 international students with cultural, social, and academic adjustments to UGA.
- The Office of International Student Life, African American Cultural Center and the LGBT Resource Center hosted a special graduation ceremony to celebrate the successful completion of degrees by their specific students (note separate ceremonies were conducted for each). The program recognizes the unique contributions of families and students and encourages the continuance to degree for other students.
- The African American Cultural Center worked closely advising student organizations and providing programming, which helps African American students feel connected to the University community.
- The Rainbow Chat Program (support group) supports the social, emotional, academic success of LGBT students and provides support for long-term success at the institution.

### **Services**

- Administered Regents' Skills Testing for BOR graduation requirements to 1847 individuals.
- Quick and accurate processing of 25,000 student financial aid applications to provide awards to students, which in many instances, allow the student to attend the University.
- The Ramsey Student Center is one of the nations' finest recreation centers. During 2006, 77% of the student body used the facility. Additionally 4,000 students participated in fitness classes, 3,500 in intramurals each week, and 400 in GORP trips. This facility serves as an excellent recruitment tool and increases the overall experience for UGA students through personal development and personal wellness areas that contribute to student retention.
- The Office of Student Financial Aid awarded 872 students over one million dollars in ACG and Smart Grants.
- The Office of Judicial Programs functions from an educational philosophy in sanctioning student misconduct. Individual follow-up meetings were scheduled with some "at-risk" students to discuss academic progress and provide assistance for success.
- With a Parent and Families Grant, Staff within CAPS have award 22 students with the money to undergo counseling, psychiatric care, or diagnostic testing, thus allowing them to remain in school while receiving care.
- The University Testing Center administered 1631 Regents' Test, 4,833 placement tests, and 358 Constitution test during 2006 in addition to many others. Without many of these exams, students would not be given entrance into specific colleges, graduate and professional school, and some would not receive necessary licensures.
- The Disability Resource Center acts as liaison for 1,561 students to provide reasonable accommodations. The Center assists students with the educational transitions and educational challenges. During 2006, the average GPA for these students was 3.07. Additionally, 117 students graduated from UGA during 2006.
- The Disability Resource Center contacted 500 prospective students and provided transition assistance to ensure successful acclimation to the University, the campus, and the academic environment.



# PROGRESS ON DIVISION PRIORITIES



The Division of Student Affairs has adopted a multi-phase approach to accomplishing priorities and goals. The first phase is driven by a desire to be contributing members of the institution which involves us (1) finding ways to save, generate, and raise money for the Division, and (2) contributing to the three strategic goals of the institution. The second layer of the Division's approach is driven by the University's Five Year Program Plan. This plan is at the forefront of planning and drives many decisions within the Division. The final layer is grounded in the Division's strategic plan. On an annual basis, the Student Affairs Leadership Team determines which areas of the strategic plan will become points of emphasis for that year. This yearly emphasis will result in the Division achieving all elements of the strategic plan by the intended goal 2010.

As seen, the Division is simultaneously working to achieve (1) the two overarching "contributing" goals, (2) The Five Year Program Plan, and (3) the designated (annual) strategic plan "points of emphasis." The leadership within Student Affairs believe that this comprehensive approach will advance the Division in reaching its highest potential and truly becoming a "premier" unit both locally and nationally.

The purpose of this report is not to provide a summary of each phase. Thus, the two overarching priorities as well as the Five Year Program Plan will be provided in the following section.

## PRIORITY ONE

### **CONSIDER WAYS TO SAVE MONEY, TO GENERATE MONEY, AND TO RAISE MONEY FOR THE DIVISION OF STUDENT AFFAIRS**

The Division of Student Affairs made concerted effort during 2004 and 2005 to cut waste, streamline processes, and increase revenue when possible. This effort continued during 2006. The result is more than \$16,500 in internal savings, \$345,625 in new revenue, \$242,571 in new grant money, and over \$2,893,868 in fundraising/Parents & Families giving.

#### **Money Generated - \$4,058,896**

- Annual Giving = \$177,419  
Student Affairs Development Office, and Student Affairs Development Office in conjunction with University Health Center
- Major Gifts = \$2,570,128
- Parents & Families Association Giving = \$146,321
- Grants = \$242,571  
Disability Resource Center, Department of University Housing, CAPS, Campus Life
- New Money Generated = \$345,625  
University Testing Center
- Other = \$576,832  
Board of Regents, MRR, Programmatic Initiatives, etc.

#### **Money Saved - \$16,500**

- Streamlining process = \$16,500  
Student Activities, Office of Greek Life, Disability Resource Center, African American Cultural Center, University Testing Center
- Other areas within the Division of Student Affairs were streamlined; however, the direct financial savings is more difficult to measure. Noteworthy areas include:
  - Implementation of an online student organization registration system.
  - Implementation of the online Judicial Action database. Approximately 15 hours per week in human data entry as well as the cost for forms have been saved.

NOTE: The funds raised and listed in this section do not reflect the money generated as an outreach or community service project.

## **PRIORITY TWO**

### **CONTRIBUTE TO THE UNIVERSITY'S THREE STRATEGIC GOALS**

#### **UNIVERSITY GOAL: INCREASE RESEARCH OPPORTUNITIES**

Various units within the Division of Student Affairs have increased research opportunities. Some of the more noteworthy projects are listed below:

##### The University Health Center:

- A Study to Evaluate the Effect of GARDASIL® (Human Papillomavirus [Types 6,11,16, and 18] Recombinant Vaccine L1 Virus-like Particles (VLP) HPV 6-,11-,16-, and 18-related CIN, AIS, and Cervical Cancer, and HPV6-, 11-, 16-, and 18-related External Genital Warts, VIN, VaIN, Vulvar Cancer, and Vaginal Cancer in 16 to 23-year old Women: Dr. Daron Ferris, Lynn Allmond, NP - Medical College of Georgia and University Health Center Women's Clinic. (*This was the pivotal study that resulted in the approval of Gardasil, the HPV vaccine.*)
- "Osteoporosis Prevention Using Soy (OPUS)": Joint project with Department of Foods and Nutrition, Dr. Rick Lewis – Principle Investigator, and Dr. Meg Cramer – Collaborator.
- "Soy Isoflavone Supplementation and Mammographic Density in Postmenopausal Women": Joint project with Department of Foods and Nutrition, Dr. Rick Lewis – Principle Investigator, and Dr. Meg Cramer – Collaborator.
- "Suppressing the Bitterness of Ciprofloxacin (Cipro Taste Test)": Dr. Robert Shewfelt, University Health Center.
- "Alcohol Intake and Elevated Blood Pressure Among College Students": Joint project with the Department of Health Promotion and Behavior, University Health Center Staff, and Information Technology.
- A Double-Blinded, Randomized, Controlled, Phase III Study to Assess the Prophylactic Efficacy and Safety of gD-Alum/MPL Vaccine in the Prevention of Genital Herpes in Young Women Who are HSV-1 and -2 Seronegative: Dr. Daron Ferris, Lynn Allmond, NP - Medical College of Georgia and University Health Center Women's Clinic.
- A Phase-II, Randomized, Double-Blinded, Comparative Clinical Trial for a Group B Streptococcus Serotype III-Tetanus Toxoid (GBS III-TT) Vaccine: Dr. Daron Ferris, Lynn Allmond, NP - Medical College of Georgia and University Health Center Women's Clinic.
- A phase III, double-blind, randomized controlled, multi-center study to evaluate the efficacy of GlaxoSmithKline Biologicals' HPV-16/18 VLP/AS04 vaccine compared to hepatitis A vaccine as control in prevention of persistent HPV-16 or HPV-18 cervical infection and cervical neoplasia, administered intramuscularly according to a 0-, 1-, 6-month schedule in healthy females 15-25 years of age: Dr. Daron Ferris, Lynn Allmond, NP - Medical College of Georgia and University Health Center Women's Clinic.

##### LGBT Resource Center

- The LGBT Center supported undergraduate and graduate research for students in the following programs: Clinical Psychology, Institute for Women's Studies, and the College of Public Health.

##### African American Cultural Center

- "The Foot Soldier Project": A joint project that focuses on civil rights issues in Georgia and the Southeast.

##### Department of University Housing

- "Learning Community Assessment:" a collaboration with the Department of University Housing, the Vice President for Instruction Office, the Office of Student Affairs Assessment, and faculty in the College Student Affairs Administration program.

##### Center for Leadership and Service

- "DAWG Camp Study": A joint project with Dr. Karl Kuhnert, Department of Psychology, Candy Sherman, Center for Leadership and Service, and doctoral students within the Department of Psychology.

### Disability Resource Center

- “Career Transition for Students with Disabilities”: A collaboration with the University of Minnesota.
- “Learning Technologies”: A project to examine how handheld readers improve services to students with print impairments.

### Student Affairs Assessment Office:

- The Office of Student Affairs Assessment worked with 7 doctoral students and provided assistance and technical support for the dissertation process.
- “Students With Disabilities: A Longitudinal Study”: A collaborative research project between the Disability Resource Center, the Office of Student Affairs Assessment, and the Office of Institutional Research.
- “Greek Students: A Longitudinal Study”: A collaborative research project between the Office of Greek Life, the Office of Student Affairs Assessment, and the Office of Institutional Research.
- “Sophomore Year Experience”: A collaborative project between the Center for Leadership and Service, the Office of Student Affairs Assessment, and graduate students in the Student Affairs Administration program.
- “B.E.S.T. Program Assessment”: A joint project with Dr. Janice Davis Barham, Student Affairs Assessment Office, Vanessa Smith, Multicultural Services and Programs, and Matt Edwards, graduate student in the Student Affairs Administration program.
- “Understanding Retention Issues with UGA Students”: Conducted by Dr. Janice Davis Barham and graduate students in the Office of Student Affairs Assessment. Data was distributed to Board of Regent Committee on Retention Issues.
- “Greek Students vs Non-Greek Students: Rates of Course Withdrawals”: A project conducted by Dr. Janice Davis Barham, Office of Student Affairs Assessment.
- “Academic Performance of Greek Life Organizations”: Conducted by Heather Newberry, Office of Student Affairs Assessment.
- “Understanding Student Withdrawals”: Office of Student Affairs Assessment in collaboration with the Office of Student Support Services.
- “Disability Profile”: Conducted by Matt Edwards, graduate student in the Office of Student Affairs Assessment.
- “Disability Resource Center: Annual Study”: A joint project with Dr. Janice Davis Barham, Student Affairs Assessment Office, Gerri Wolfe, Disability Resource Center and several graduate assistants in the College Student Affairs Administration program.
- “Sophomore Year Needs Project”: A joint project with Joel Scott, Doctoral Student in the Student Affairs Assessment Office, Jillian Macey and Erin Tucker, graduate assistants in the Center for Leadership and Service, and graduate students in Student Affairs.
- “Discussion of Alcohol in the Classroom”: A joint project with Joel Scott, Doctoral Student in the Student Affairs Assessment Office, Dr. Janice Davis Barham, Office of Student Affairs Assessment, Lauren Fields, undergraduate student and president of ASAP.
- “Current Issues: SGA Poll”: A joint project with Joel Scott, Doctoral Student in the Student Affairs Assessment Office, Leslie Atchley, Graduate Advisor, and Student Government Association members.

## **UNIVERSITY GOAL: HELPING STUDENTS COMPETE IN A GLOBAL ECONOMY**

There is an array of programs offered within the Division of Student Affairs that help students compete in a global economy.

The Division sponsored diversity related programs that exposed the University community to ethnic and cultural differences. A *selection* of such programs includes:

- Black History Month
- Kwanzaa Celebration
- Diversity Awareness Week at Georgia (DAWG Days)
- Diversity Awareness Week at Gwinnett
- C.L.A.S.S. Advocate programs offered in the Department of University Housing
- Bi-weekly International Student Life Coffee Hour
- Alternative Spring Break – exposes students to issues that effects communities worldwide
- Volunteer UGA community service projects
- Multicultural Learning Community
- Georgia Daze Program
- Diversity Council in the Department of University Housing
- Leadership UGA Understanding Poverty Initiative
- Career Development with LGBT Students
- Tea Talk Global Discussion Series offered in International Student Life
- Global Friends Peer Mentor Program
- Department of Intercultural Affairs “Welcome Day”

Units within the Division of Student Affairs support students’ international study experiences:

- The University Health Center provides a travel clinic where students can receive vaccinations, regional travel advice, and various other services.
- The Disability Resource Center serves as a liaison to the Study Abroad Office on matters of access
- The Department of University Housing works collaboratively with students studying abroad to release them, without penalty, from their contract, and assist them in acquiring housing once they return to the country.
- The Office of Student Financial Aid works collaboratively with various University offices to facilitate fee payment for students studying abroad.
- The International Student Life Office conducts a campus orientation for international students traveling to the University of Georgia.
- The Department of University Housing provides housing for 100 undergraduate international students in East Campus Village and 1,100 international graduate students in Family and Graduate Housing.

## **UNIVERSITY GOAL: ENHANCE THE LEARNING ENVIRONMENT**

All that Student Affairs does is aimed at enhancing the student learning environment: from leadership enrichment, and one-on-one counseling, to basic health care. Our mission is to enhance students' growth, development and learning.

During 2006, the learning environment was enhanced, specifically by Student Affairs Staff, in three ways; expanding and modernizing facilities, enhancing programs and services, and serving as classroom instructors. A more thorough explanation of each area follows.

### **Expand/Enhance Facilities**

- University Testing received \$25,000 of MRR funding to expand and enhance the paper pencil testing lab to create a more efficient and secured facility.
- Recreational Sports completed initial plans for renovating room 232 into a new weight room and aerobics studios.
- The Disability Resource Center received Special Initiative ADA monies (\$150,000) and MRR funding (\$92,000) to improve accessibility to campus facilities.
- Office and meeting space was created in Memorial Hall for the Center for Leadership and Service.
- Campus Life staff in conjunction with students, staff, and University Architects started the planning and design process for the Tate Student Center renovation and expansion project.
- The University Health Center expansion began with Board of Regents approval and the selection of architects.
- University Health Center renovated space to create room for clinician staff and CAPS group meetings.
- The Department of University Housing worked to improve facilities: Examples include the modernization of Morris Hall, Boggs Hall, Family and Graduate buildings J & K, and ADA and safety upgrades for Creswell Hall.
- The Department of University Housing, the Vice President's Office, and University Architects continued work to create a plan for renovating and expanding University Housing.

### **Enhancing Programs and Services**

- Administered examinations through the University Testing Center and UGA at Gwinnett preventing students from having to leave campus to take examinations.
- Provided a comprehensive recreational sports program.
- Auxiliary aids, enhanced adaptive technology, and academic accommodations were coordinated by the Disability Resource Center.
- The Disability Resource Center collaborated with faculty regarding their responsibilities to provide equal access.
- The Office of Student Support Services engaged in outreach activities to train TAs, instructors, and advisors.
- The Department of University Housing partnered with Franklin College of Arts and Sciences, Honors Program, Academic Enhancement Office, and the Vice President for Instruction to offer academic-related programs, tutoring, and academic advising.
- Units within the Division became laboratories for learning for master level practicum students in the College Student Affairs Administration program and other academic programs.
- The Office of Judicial Programs and members of the University Judiciary presented programs throughout the University community on a variety of topics including how to manage disruptive students.
- University Testing offered advanced placement testing for rapid advancement into program classes therefore promoting student retention and timely matriculation.
- The Health Center offered public health activities as a way to create a healthy campus culture.
- The Office of Student Financial Aid provided aid to students as quickly and efficiently as possible so time was not taken from academics.
- The Center for Leadership and Service offered high quality, cutting edge programs that exposed students to new concepts and trends in leadership and service.
- The Office of Greek Life sponsored the Sophomore Leader's Circle, Risk Management Seminars, and New Member Education Programs.
- Student Affairs at UGA at Gwinnett served as a resource to address all the needs of students.
- The Department of Intercultural Affairs offered programs that increased awareness of issues impacting underrepresented groups at the University by working collaboratively with many units and departments on campus.
- The African American Cultural Center co-sponsored the Apero Africana Brown Bag Speaker Series each week with the University of Georgia faculty members.



## **Classroom Instruction**

The Division of Student Affairs has several staff members who contribute to the learning environment by serving as adjunct faculty, and many others through classroom instruction. The Division is also committed to the production of scholarly research. A list of each follows:

### ***Adjunct Faculty (24)***

- Dr. Rodney Bennett (UGA Adjunct)
- Dr. Pat Daugherty (UGA Adjunct)
- Dr. Tom Burke (UGA Adjunct)
- Dr. Karen Kalivoda (UGA Adjunct)
- Dr. Jim Day (UGA Adjunct Emeritus)
- Dr. Jane Russell (UGA Adjunct)
- Dr. Jean Chin (MCG Adjunct)
- Dr. Ron Elliott (MCG Adjunct)
- Dr. Bill Bowen (MCG Adjunct)
- Dr. John Leffert (MCG Adjunct)
- Dr. Keener Scott (UGA Adjunct)
- Dr. Jan Davis Barham (UGA Adjunct)
- Dr. Garth Russo (MCG Adjunct)
- Dr. Natalie Russo (MCG Adjunct)
- Dr. Karen Prasse (MCG Adjunct)
- Dr. Tad Smith (MCG Adjunct)
- Dr. Ron Forehand (MCG Adjunct)
- Dr. Clara Herrin (MCG Adjunct)
- Dr. Richard Finger (MCG Adjunct)
- Dr. J. Shay Davis Little (UGA Adjunct)
- Dr. Ralpher Smith (UGA Adjunct)
- Dr. Gerard Kowalski (UGA Adjunct)
- Chris Scollay (UGA Adjunct)
- Donna Waters (UGA Adjunct)

During the 2006 year, Division staff taught 37 separate courses for a total of 1153 Credit Hours. The types of courses varied greatly. Examples include, Research Methods in Student Affairs Practice, Dietetics, Health Advocacy, Counseling and Helping Skills, Ropes Course Experience, Life Guarding and Water Safety Instruction, Career Development, Leadership, Student Affairs Administration Practicum, and Facilities Management. The course level also varied greatly. Courses were taught at the undergraduate and graduate level.

### ***Scholarly Publications***

The Division of Student Affairs is committed to the development of scholarly research as a way of enhancing the learning environment, advancing the development of staff, and enhancing professional knowledge. The following is a list of publications created by Division of Student Affairs staff during 2006.

- Beall, F., Online Journal of Issues in Nursing; Overview and Summary: Power to Influence Patient Care—Who Holds the Keys.
- Bender, Al, GA Dietetic Association Quarterly Newsletter; Sustainable Farming/Local Food Production.
- Cole-Avent, G.A., SACSA A-Lert; Qualitative Research and Student Affairs Go Hand in Hand.
- Coleman, J., Davis, J.S., Lester, A., College Student Affairs Journal; Connecting Services to Students: New Technology and Implications For Student Affairs.
- Davis Barham, J., Scott, J.H., Journal of College Student Affairs Special Edition; A Comprehensive Model for Student Affairs Assessment.
- Davis Barham, J., Winston, R.B., Journal of College Student Affairs; Understanding the Needs of New Professionals in Student Affairs.
- Dennis, C., Dissertation Abstracts; Perceptions of Professional Staff Involvement in Enhancing Student Learning in On-campus, Undergraduate Apartments.
- Hackett, M., NIRSA Journal; Exploring the Relationship Between Recreational Sports Employment & Academic Success.
- Lemmons, S., Pennington, M., SEAHO Report; Rethinking Undergraduate Staff Training.
- Oswald, S. B., Shutt, M. D., & Cooper, D. L., Journal of First-Year Experience & Students in Transition; Incoming Students' Alcohol Use and Intent to Join Greek Organizations.
- Reifsteck, F., Clinical Sports Medicine; Book Chapter: The Female Athlete.
- Rush, H., SEAHO Report; UGA's Essential Pieces.
- Shutt, M. D., Oswald, S. B., & Cooper, D. L., Journal of College Student Development; Parent Misperceptions of Incoming Student Alcohol and Other Drug Use.
- Simmons, C., The Student Pulse; From Theory to Practice: A summer in The Office of Student Affairs Assessment.
- Tryman, T., SEAHO Report; RELI 2006.



*Staff Accomplishments*

Division staff also contributes to the University community by conducting scholarly presentations, as well as serving in leadership roles in professional organizations. In summary, Division staff conducted 30 presentations at national conferences, 39 at regional/state/local conferences, and 31 served in a leadership role or roles for professional organizations. It is also important to note that four Division staff served as editors for professional journals. A list by Department is provided below.

<b>Department Name</b>	<b>Presentations</b>	<b>Organizational Involvement</b>
<b>University Housing</b>	National = 6 Regional/State/Local = 4	Leadership Position(s) = 8 Editor: Regional Journal = 2 Editorial Board: National Journal = 1
<b>Campus Life</b>	National = 4 Regional/State/Local = 14	Leadership Position(s) = 5
<b>University Health Center</b>	National = 7 Regional/State/Local = 4	Leadership Position(s) = 7
<b>Recreational Sports</b>	National = 2 Regional/State/Local = 3	
<b>LGBT Resource Center</b>	National = 6	
<b>Office of Student Financial Aid</b>	National = 2 Regional/State/Local = 3	Leadership Position(s) = 1
<b>University Testing Services</b>	National = 1 Regional/State/Local = 2	Leadership Position(s) = 1
<b>Office for Violence Prevention</b>	Regional/State/Local = 1	
<b>Intercultural Affairs</b>	Regional/State/Local = 6	Leadership Position(s) = 5
<b>Office of the Vice President for Student Affairs</b>	National = 2 Regional/State/Local = 2	Leadership Position(s) = 3 Co-Editor: Regional Journal = 1
<b>Student Affairs at UGA at Gwinnett</b>		Leadership Position(s) = 1 Editor: State Journal = 1
<b>Total</b>	<b>National Presentations = 30 Regional/State/Local = 39</b>	<b>Leadership Position(s) = 31 Journal Editor: State = 1 Journal Editors: Regional = 3 Journal Editor: National = 1</b>



**UNIVERSITY OF GEORGIA**  
**Division of Student Affairs**  
**Progress on Five-Year Program Plan**



This document is a report on the progress Student Affairs has made toward accomplishing its Five-Year Plan. We established Division-wide priorities in Fall 2005. We are excited about the progress made on our Five-Year Plan and look forward to continuing efforts toward accomplishing shared goals for the Division of Student Affairs.

**INSTITUTIONAL-LEVEL PERFORMANCE MEASURES**

It is important to note that the Division of Student Affairs operates from a comprehensive model that provides quality service, facilitates student development, and enhances overall learning. As such, we do not function as a typical academic unit and do not employ many of the typical measures for demand, quality, productivity, and impact. Institutional-level performance measures that represent Student Affairs are provided below:

**PRODUCTIVITY**

Performance Indicator	2004 Baseline	2005	2006	2007	2008	2009	2010	2011
• Number of Adjunct Faculty.	17	19	24					
• Number of University level courses taught by Division staff.	31	33	37					
• Number of scholarly research projects.	11	20	28					
• Number of staff publishing scholarly research.	No data	13	15					
• Number of staff presenting at professional conferences.	Due to redirection of budgetary priorities, measures were not collected during these years. This is temporarily suspended as a measures of productivity.		61					
• Number of staff participating in professional organizations.			31					

**QUALITY**

<b>Quality Measure One: Contribute to the University’s Learning Environment by Examining Programs and Services and Their Overall Impact on Student Learning</b>						
Performance Indicator	2005 Baseline	2006	2007	2008	2009	2010
• Implement learning outcomes concept into daily operation of Student Affairs Departments.	Developed model for assessing programs.	Eight departments have undergone training on learning outcomes assessment.				

**Quality Measure Two: Implement a systematic review process for all departments and units that utilizes outside constituents and professional standards and guidelines (as outlined in Priority Three).**

Performance Indicator	2005 Baseline	2006	2007	2008	2009	2010
<ul style="list-style-type: none"> <li>Create a systematic departmental review process that incorporates outside constituents.</li> <li>Conduct a critical analysis and systematic review of the Division, each unit and each department to determine if the needs of students are being met.</li> </ul>	Program review process created.	Implementation of process was postponed until Fall 2007 due to reorganization of the Division.				
	Division of Student Affairs underwent systematic review by outside consultant. <b>(Completed)</b>	Departmental reviews have been postponed one year to allow for reorganization of the Division to be fully implemented.				

**Quality Measure Three: Provide a list of all assessment projects and how the data are used to enhance programs and services.**

- In 2004, 40 separate assessment projects were conducted by Division staff. This number increased during 2005 to 61. During 2006, 70 separate projects were conducted by Departments within Student Affairs. Additionally, the Office of Student Affairs Assessment facilitated over 60 separate projects.
- NOTE: A list is included in the assessment portion of the annual report.

**IMPACT**

**Impact One: Building the New Learning Environment**

Performance Indicator	2005 Baseline	2006	2007	2008	2009	2010	2011
Expand and renovate University Housing.	Conducted planning of for renovation and expansion.	Plan is being reexamined to better meet Institutional priorities.					
Increase student activity space.	On Schedule with Architect Selection.	Progressing with this initiative.					
Construct outdoor leisure pool.	On schedule with planning.	Project is no longer a priority for the Division of Student Affairs.					
Expand and renovate University Health Center.	Approval of project received from Board of Regents.	Project is on schedule with final approval of the architect.					
Relocate Lumpkin Street Fraternities to alternative location.	Begin conversations, build support for relocation, and design multi-year plan for full relocation. (On Schedule)	Project is progressing and being considered in conjunction with other Division and Institutional priorities.					
Renovation of Ramsey 252.	Space currently occupied. (Investigating Funding Sources)	Project is progressing and being considered in conjunction with other Division and Institutional priorities.					

